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N81cngN
1906-06

The North Carolina State Normal and Industrial College

1905-1906

GREENSBORO, NORTH CAROLINA

State Normal and Industrial College

APPLICATION

Please fill in the following blank.

There will be 152 places reserved in the dormitory for those who do not pay tuition, and remaining places for those who do pay tuition. Part of the 152 will be retained by those who had the appointments last year. The others will be decided by competitive examination about August 1.

The appointments to tuition-paying places will be made as the applications are received.

The expenses of the free-tuition students in the dormitory will be $125.00; the expenses of free-tuition students in private families vary from $125.00 to $135.00. By adding $45.00, which is the tuition for the year, to the above amount, it will be easy to see what would be the expenses of anyone who pays tuition.

All appointments in the dormitory are for the full 35 weeks and not for a portion of the year.

Even if you have already made application, and even if you were here last year, you must fill this blank application, in order that there may be no misunderstanding and no confusion.

I would say also that we do not desire any students who do not come without compulsion from parents, and who are not determined to do faithful, earnest work. There are so many good students who desire the places here that we do not wish them to be crowded out by those who regard their opportunities lightly.

If you have never attended this institution it will be necessary for you to send me the following:

1. A letter written to me by yourself stating your advancement in your studies and where you have been educated.

2. A letter of recommendation from your last teacher as to your scholarship, conduct, and habits of study.

3. This application blank carefully filled out by yourself.

Your application will not be considered until these directions shall have been complied with in every particular.

CHARLES D. McIVER, President.

.....1906.

Name .....

Post Office .....

County in which you live.....

Date of birth .....

Do you intend to take the pledge to become a teacher and apply for free tuition? .....

[See catalogue, page 53.]

Have you read contract on page 55 of catalogue, and are you willing to comply with it if you should become a student of this Institution?

.....

Do you desire to enter the competitive examination, if one should be held in your county this year, to decide who shall have the right to board in the dormitories from your county?

.....

If you were here last year, did you have the appointment from your own county? .....

Failing to get the appointment to board in the dormitories, are you willing to board in a private family and enter the Institution?

.....

Do you wish to enter as a tuition-paying student?

.....

How long do you expect to remain a student of the Institution?

.....

Have you complied with the directions given above?

.....

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FOURTEENTH ANNUAL CATALOGUE

OF THE

NORTH CAROLINA

STATE NORMAL

AND

INDUSTRIAL COLLEGE

GREENSBORO, N. C.

1905-1906

GREENSBORO, N. C.
JOS. J. STONE & COMPANY
1906

Every human being has a claim to a judicious development of his faculties by those to whom the care of his infancy is confided. The mother is qualified, and qualified by the Creator himself, to become the principal agent in the development of her child; * * * and what is demanded of her is — a thinking love. — PESTALOZZI

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N81cngH
1905-06

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1906

January

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1907

January

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April

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COLLEGE CALENDAR

1906-1907

1906—**September 20.** Thursday—

Registration.
Entrance Examinations.

September 21. Friday—

Entrance Examinations.
Examinations for Advanced Classes.

September 22. Saturday—

Entrance Examinations.
Examinations for Advanced Classes.

November 29. Thanksgiving Day—

Holiday.

Christmas. Recess from December 21 to 31, inclusive.

1907—**January 28.** Monday—

Spring Term begins.

May 26, 27, 28. Sunday, Monday, and Tuesday—

Commencement Exercises.

BOARD OF DIRECTORS

B. F. AYCOCK..... Wayne County
T. B. BAILEY.....Davie County
A. J. CONNER.....Northampton County
S. M. GATTIS.....Orange County
R. T. GRAY.....Wake County
J. Y. JOYNER.....Guilford County
C. H. MEBANE.....Catawba County
J. D. MURPHY.....Buncombe County
J. L. NELSON.....Caldwell County
J. F. POST, Jr.....New Hanover County
T. S. McMULLAN.....Perquimans County

OFFICERS OF THE BOARD

J. Y. JOYNER, Ex-officio, President.
A. J. CONNOR, Secretary.
E. J. FORNEY, Treasurer.

EXECUTIVE COMMITTEE

S. M. GATTIS, Chairman.
R. T. GRAY.
J. D. MURPHY.
J. Y. JOYNER.

FACULTY

CHARLES D. McIVER, LL. D.
Civics

JULIUS I. FOUST, Ph. B.
Pedagogics

WILLIAM C. SMITH, Ph. B.
History

ANNA LEWIS
NELLIE ASHBURN BOND, Assistant
JULIA DAMERON, Assistant
CHRISTINA M. SNYDER, A. B., Assistant
English

GERTRUDE W. MENDENHALL, B. S.
CORA STRONG, A. B., Assistant
Mathematics

EUGENE W. GUDGER, M. S., Ph. D.
NETTIE LEETE PARKER, Assistant
Geology, Biology, Physical Geography, and Botany

ANNA M. GOVE, M. D.
CLEONE E. HOBBS, Assistant
Physiology and Hygiene

WILLIAM C. A. HAMMEL
JULIA M. RAINES, Assistant
Physics and Manual Training

MARY M. PETTY, B. S.
Chemistry

MARY SETTLE SHARPE
Reading, Elocution, and History

VIOLA BODDIE
MARY TAYLOR MOORE, Assistant
Latin

NENA MORROW
French and Spanish

BERTHA M. LEE
German

CLARENCE R. BROWN*
Vocal Culture

LAURA L. BROCKMANN
Piano and Harmony

MYRA ALDERMAN ALBRIGHT
JULIA HAMLIN
Piano

CHARLES J. BROCKMANN
Stringed Instruments and Piano

MELVILLE VINCENT FORT
Industrial Art

MINNIE L. JAMISON
ELIZABETH WATERS
Domestic Science and Art

E. J. FORNEY
Commercial Department

SUPERVISING TEACHERS OF TRAINING SCHOOL AND THEIR ASSISTANTS

J. I. FOUST
W. H. SWIFT
LEAH D. JONES
NETTIE MARVIN ALLEN
IOLA V. EXUM
ANNIE BELLE HOYLE
ANNIE W. WILEY
JULIA M. RAINES
ANNIE MARTIN McIVER
FRANCES NICHOLSON
RUTH FITZGERALD
ETHEL LEWIS HARRIS
MARY DAVIS

* Deceased

OFFICERS OF THE INSTITUTION

CHARLES D. McIVER
President

JULIUS I. FOUST
Dean

SUE MAY KIRKLAND
Lady Principal

ANNA M. GOVE
Physician

CLEONE E. HOBBS
Trained Nurse

ELIZA N. WOOLLARD
Assistant Nurse

SOPHRONIA HIATT
Matron

BERNICE TURNER
Assistant Matron

E. J. FORNEY
Bursar

BESSIE H. DANIEL
Assistant Bursar

LAURA H. COIT
Secretary

ANNIE LEE SHUFORD
Registrar

MAMIE G. BANNER
Stenographer

ANNIE F. PETTY
Librarian

HELEN HICKS
Assistant Librarian

IMPORTANT DIRECTIONS

1. The attention of the student is called to the college calendar. *See page five of this catalogue.* All students are urged to be present on the first day.

2. When application is made for admission, the applicant should not fail to give her county.

3. Special attention is called to the article on "Requirements for Admission."

4. The rooms in the dormitories have been comfortably fitted up, and the beds have good springs and mattresses. Each student is expected to bring for her own use the following articles: One pillow and two pairs of pillow cases, two pairs of sheets, two pairs of blankets, two counterpanes, six towels and six table napkins; one spoon, knife, and glass for individual use in her room. *Only single beds are used.* Students who board in private families are expected to bring two pairs of sheets, one pair of blankets, one counterpane, towels, and table napkins.

5. If, *after examining this catalogue carefully*, further information is desired, it can be obtained by addressing President McIver, Greensboro, N. C.

THE STATE
Normal and Industrial
COLLEGE

HISTORY OF ITS ESTABLISHMENT

By act of the General Assembly of 1891, the North Carolina State Normal and Industrial College was established.

In 1886, the Teachers' Assembly, then in session at Black Mountain, passed unanimous resolutions asking for the establishment of a Normal College, and appointed a committee to memorialize the General Assembly on the subject. Each succeeding Teachers' Assembly, up to 1891, passed similar resolutions, and appointed similar committees to present the question before the Legislature. In his biennial reports to the General Assembly, Hon. S. M. Finger, State Superintendent of Public Instruction, repeatedly urged the importance of establishing the Institution. But it was not until the session of 1889 that the question really came before the General Assembly for serious consideration. At that session the bill presented by the committee from the Teachers' Assembly passed the Senate by a large majority, but failed in the House by only a few votes.

By the time the next General Assembly had met, in January, 1891, the late Governor Fowle had, in his message to the General Assembly, urged the establishment of the Institution. In the meantime, the King's Daughters had petitioned the Legislature to establish an Industrial School for girls. The North Carolina Farmers' Alliance, in 1890, at its annual meeting in

Asheville, passed resolutions asking the State to aid in the higher education of girls and women. Hon. J. L. M. Curry, Agent of the Peabody Fund, appeared before the General Assembly and made an earnest and powerful plea for a Normal College, and through him the Peabody Fund has annually given substantial aid to the Institution.

The committee from the Teachers' Assembly suggested the establishment of a Normal College with industrial features, whereupon the act establishing the Normal and Industrial College was passed, and an annual appropriation made for its maintenance. The management of the institution was placed in the hands of a Board of Directors, consisting of one member from each of the Congressional districts, the first Board being elected by the General Assembly of 1891. The State Superintendent of Public Instruction is, *ex-officio,* an additional member of the Board, and its President.

The act establishing the Institution required that it should be located "at some suitable place, where the citizens thereof will furnish the necessary buildings, or money sufficient to erect them."

The Board of Directors decided to accept the offer made by the city of Greensboro, which was $30,000 in money, voted by the town, and a beautiful ten-acre site, located in the corporate limits, and donated by Messrs. R. S. Pullen, R. T. Gray, E. P. Wharton, and others.

Since the original donation the Directors have purchased about 116 acres of land.

PURPOSE AND ORGANIZATION

In Section 41 of the Constitution of 1776, adopted at Halifax, the State acknowledges its obligation to provide educational facilities for the "instruction of youth" at "low prices," and the section closes with

the words, "and all useful learning shall be encouraged in one or more universities."

This mandate had been only partially obeyed. The State University for young men began its career of usefulness very soon after the adoption of the Constitution. In 1888 the Agricultural and Mechanical College, also for young men, was established under State auspices, and by the aid of the State and the general government. But it took the State more than a century to come to a practical realization of the fact that "youth" means young women as well as young men. From one-half to nine-tenths of the money used to employ instructors in higher education for young men is paid by State and Federal annual appropriations, or by the income from endowment funds. It was largely in response to the just sentiment that, if the State proposes to pay for nearly all the expenses of a young man's higher education, it ought to do at least as much for his sister, that The Normal and Industrial College was established. It is not exclusively for people who feel unable to go elsewhere, any more than are those institutions for young men where the faculty are paid by State appropriations, or by incomes from endowment funds. The State wants this Institution to be good enough for any of its citizens, and the expenses low enough for all. That is what it will strive to become.

As the name of the Institution and the history of its establishment would indicate, it is a combination of a Normal College and an Industrial School, the former being the predominating feature.

The purpose for which the Institution was created is clearly stated in Section 5 of the Act establishing it. It is as follows:

SECTION 5. *The object of this Institution shall be* (1) *to give to young women such education as shall fit them for teaching;* (2) *to give instruction to young women in drawing, telegraphy, typewriting, stenography, and such other industrial arts as may be suitable to their sex and conducive to their support and*

usefulness. Tuition shall be free to those who signify their intention to teach upon such conditions as may be prescribed by the Board of Directors."

It is the general purpose of the Institution to give such education as will add to the efficiency of the average woman's work, whatever may be her field of labor. To that end there are three distinct departments in the course of study. But the value of the training received in either department will be greatly enhanced by a mastery of the work in the other two. The course of study has been arranged with a view to meeting the needs of the young women of North Carolina, and it embraces—

1. The Normal Department.
2. The Commercial Department.
3. The Domestic Science Department.

NORMAL DEPARTMENT

The aim of this department is to fit women for the profession of teaching. The foundation equipment of a real teacher is accurate and thorough scholarship, and the department will make this its first aim. But not all scholars are teachers. A teacher must not only have learned to think and to know something, but must also be able to guide the minds of others according to the laws of intellectual development.

Briefly stated, it will be the object of this department not only to give the best literary and scientific education, including work in English and History, Mathematics, Natural Science, Manual Training, Ancient and Modern Languages, Industrial Art, Vocal Music, and Physical Culture, but also to give such a course in the Principles and History of Education and in the Science and Art of Teaching as will give the student the ability and the inclination to teach others.

A person who has the right kind of education will want other people to have it. This is the spirit of the true teacher, who, in his heart, must be a genuine philanthropist.

If the conditions permitted, it might be well for this Institution to confine itself exclusively to higher professional work, receiving as students only those who had completed their literary education and had graduated from other institutions. This would be an ideal normal college, but would be, as it has generally been elsewhere when tried, a practical failure in North Carolina. For, while a number of bright, ambitious graduates from other institutions apply each year for admission into the Normal and Industrial College, the State would not, and should not, under present conditions, support an institution for that small number.

Probably the majority of the graduates in the State do not expect to become teachers. As a rule, those who would make the best teachers for the State have not been able to get sufficient scholarship to become experts.

Those who have been in better financial circumstances, and who desired to become teachers, have been confronted with the fact that there was not an institution in the State whose curriculum was arranged with a special view to educating teachers.

Therefore The State Normal and Industrial College will pursue the course followed by nine-tenths of the normal colleges of this country, and devote itself to establishing and maintaining a high standard of scholarship and professional skill among the teachers of the State.

COMMERCIAL DEPARTMENT

The business, or commercial course, embracing such subjects as Stenography, Typewriting, Telegraphy, and Bookkeeping, is intended especially for those

women who are thrown upon their own resources, but who do not care to teach. A part of this work, however, ought to be included in any course of general education.

DOMESTIC SCIENCE DEPARTMENT

The authorities of the Institution recognize the fact that the natural and proper position in life for the average woman is at the head of her own household. Exceptions, however numerous, do not affect this rule. This department is therefore mentioned last not because it is least important, but because training in the other two departments constitutes a very fine preparation for domestic life. A model woman, as the mistress of a model home, ought to know something of business, and, above all things, ought to be an intelligent teacher.

In addition to the training in other departments, the course in Domestic Science will include theory and practice in the following subjects: Cooking, Sewing, Cutting and Fitting, Care of the Sick, and General Household Economy.

SPECIAL DEPARTMENTS

In addition to what has already been mentioned, though partially included by it, there will be the following departments:

1. Voice Culture—including Vocal Music, Reading, and Elocution.

2. Physical Culture—including Gymnastics, Calisthenics, and such exercises as are best suited to meet individual needs, and to promote the health and strength of the students. Lectures on Physical Culture and on Personal and Public Hygiene will be given by the resident physician, under whose supervision this department will be conducted.

3. Industrial Art—including Form-Study and Free-Hand Drawing, Architectural and Mechanical Drawing, Wood Carving, Designing and Decorative Art, and the History of Art.

Every teacher ought to be able to give lessons in vocal music, drawing, and physical culture, and those desiring to graduate in the Normal Department will be required to take a prescribed course in these subjects.

4. Instrumental Music—including Pianoforte, Violin, and the other Stringed and Orchestral Instruments. For charges in this department, see Department of Instrumental Music.

Courses of Instruction

PEDAGOGY

JULIUS I. FOUST

Teaching is an art, and, like all other complex arts, has reached its present stage of development through a slow and laborious process of evolution. All right teaching must be based on well-defined principles of individual and social life and development, and on a clear comprehension of the aim and purpose of education. The teacher of children should be a person of broad and accurate scholarship. But this alone is not sufficient. She should know the best that has been done and said in the line of her work. She should know something of the nature and growth of the child's mind. She should be acquainted with the best modern practice in teaching, the theories on which such practice is grounded, and the historical steps by which both theory and practice have been reached. These constitute the history, the science and philosophy, and the art of education, to give an introduction to which is the purpose of the work in this department.

COURSE OF STUDY

Course I.—Elementary Psychology, with special reference to the laws of mental development, the getting of knowledge and skill, and the formation of the will, and to the application of these laws in the education of children. This work is largely inductive, with original observations. Lindner's Empirical Psychology.

Course II.—(a) History of Education—Painter's History of Education and Munroe's Educational Ideal, with parallel reading in Compayre's History of Pedagogy, Quick's Educational Reformers, Browning's Educational Theories, Williams' History of Modern Education, etc.; (b) Special study of Bacon, Comenius, Locke, Rousseau (Emile), Pestalozzi

(Life and Works by DeGuimps), Froebel (Education of Man), and Spencer (Essays on Education).

Course III.—(a) Science and Art of Education—Rein's Outlines of Pedagogy, McMurry's Method of the Recitation; (b) Special study of methods of teaching the subjects ordinarily taught in the public schools—McMurry's and other books on special method are read; (c) Teaching in the training school under the direction and criticism of the head of the department and the supervising teachers; (d) Experiments with small classes in special subjects.

Course IV.—Brief course in principles and methods of teaching, discipline, and general school management, and a concise review of the studies of the public schools of the State. This course is intended for those who cannot remain in school long enough to complete the whole of Courses I, II, and III. McMurry's books on special method are used as texts. Members of this class give as much time to the training school as can be arranged for.

Courses I and II come regularly in the Junior year, and Course III in the Senior. Course IV will in no case be taken as a substitute for Courses I, II, or III.

Graduate Courses.—These courses are open to all graduates of this College, and to all others whose general education, pedagogical reading, and experience in teaching have been such, in the judgment of the faculty, as to enable them to undertake the work with profit to themselves. It is expected that those taking any of these courses will gain a more thorough understanding of educational principles and a greater mastery of one or more phases of school-room work than can be gained through the undergraduate courses.

Special work is offered in Reading, Arithmetic, and Elementary Geometry, History, Elementary Science, English, Geography, and the general subject of Primary Teaching. Every student is advised to take at least two of these subjects. For this work the class meets in sections.

All graduate students are organized into one class, meeting five hours a week, for reading and lectures on the Philosophy of Education. Among the books read and discussed are Lange's Apperception, Joseph Payne's Lectures on Education, Davis' Inductive Logic, Dorpfield's Thought and Memory, DeGuimps' Life and Works of Pestalozzi, Froebel's Education of Man, McMurry's Course of Study, in eight grades, and Mace's Method in History.

TRAINING SCHOOL FOR TEACHERS

"A normal school without a practice school is like a swimming school without water." All theories of method should be tested in actual school-room work. Students should see the result of the continued application of principles under competent supervision. They should also do some regular and definite work, with intelligent and kindly criticism, for a few hours a week through the whole of one year, at least. This work should be done in a school presenting as nearly as possible the ideal conditions of that class of schools in which most of the students will afterwards teach.

The Training School contains eight classes with a total of over three hundred children. The daily sessions are from 8:45 to 2:30, five days in the week. Most of the regular teaching is done by students from the College, under the direction and supervision of supervising teachers and the head of the department. All members of the Senior Class receiving free tuition and all special students of pedagogics are required to teach a period a day through the entire year. Some others are permitted, by special arrangements, to teach or to observe the work done in the school.

CORRESPONDENCE COURSES

In order to extend the influence of the College, and that it may be especially helpful to the teachers, and through them to the schools of the State, the following correspondence courses are offered in the history, science, and art of education. These courses cover substantially the same ground as the similar course in the College. Students will be directed and aided in their studies by means of printed or written suggestions, and outlines of study, informal correspondence, and written reviews and examinations made from time to time, as integral portions of a course are finished. Condensed typewritten accounts of lectures delivered in this department will be furnished to correspondence students.

This work should be especially helpful to those actually engaged in teaching, and anyone may easily find time to take at least one course each year.

These courses are open to men and women alike.

Course I.—Educational Psychology and Child Study.

Course II.—History of Education and the development of modern educational ideals, methods and systems. This course includes reading in the principal great educational classics, and a study of the lives of educational reformers.

Course III.—Science and Art of Education. A study of the purpose of education, the value and relation of the subjects of the school course, general and special methods; discipline, organization, and management of schools.

Course IV.—Advanced work in special methods, similar to that outlined for graduate students, or in any one of the preceding subjects. This course (IV) is intended for graduates of this College and others who may have done an equal amount of pedagogical reading. The work will be guided chiefly by informal correspondence.

ENGLISH

ANNA LEWIS
NELLIE ASHBURN BOND
JULIA DAMERON
CHRISTINA M. SNYDER

For entrance requirements in English see Admission Requirements.

Miss Bond.

Course I. Three periods a week. The theory of Paragraph Structure. Frequent and Regular Theme-writing.

Reading: Silas Marner, The De Coverly Papers, The Vicar of Wakefield, Chaucer's Prologue, Poems of Cowper, Gray, Burns, and Coleridge.

Miss Dameron.

Course II. Three periods a week. General Rhetoric. Frequent and Regular Theme-writing.

Reading: Poems of Milton, Wordsworth, Keats, Shelley, and Browning, Macaulay's Essay on Milton, Carlyle's Essay on Burns, Burke's Conciliation with the American Colonies.

Brief History of English Literature.

Miss Lewis.

Course III. Three periods a week. Fall Term. Plays of Shakespeare.

Course IV. Three periods a week. Spring Term. Exposition and Argumentation.

Course V. Three periods a week. Fall Term. Narration and Description.

Course VI. Spring Term. English Poets of the Victorian Age.

READING AND ELOCUTION

MARY SETTLE SHARPE

The department is designed to produce good readers, and to excite within the students an admiration for the highest, noblest models in literature, art, and oratory. The aim of the department is to give the best training in the following subjects:

1. Physiology of the Voice-Producing Organs, Exercises in Breathing, Articulation, Inflection, Emphasis, and Tone Coloring.

2. Voice Culture, with practical exercises for acquiring power, smoothness, resonance, flexibility, and sympathy of tone.

3. Principles of Gesture.

Students are required through the entire course to make practical application of these principles in reading and reciting selections from the best authors of English and American Literature.

HISTORY

WILLIAM C. SMITH
MARY SETTLE SHARPE

Applicants for admission to the Freshman Class must pass satisfactory entrance examinations on United States History, and on the History of England, or the History of Greece and Rome.

Course I.—European History.—Three periods a week. Special attention given to English History. A text-book is used, but this is supplemented by informal lectures and by assigned readings designed to serve as the basis of written reports.

Course II.—Civics.—Three periods a week. The State's chief object in establishing and fostering public schools, high and low, is to make good citizens.

The Normal and Industrial College, receiving a part of its support from legislative appropriation, and being charged with the duty of preparing teachers to work in the schools of the State, proposes to emphasize by its course of study, and in every other legitimate way, the dignity and duty of citizenship. A public-school teacher should be prepared to teach, in connection with the history of the State and of the United States, the rights, privileges, and duties of a citizen.

This subject is taught by lectures and by use of text-books, and is in charge of the President of the College, and Mr. Smith. The text-books used are Finger's Civil Government, Peterman's Civil Government, Peele's Lives of Distinguished North Carolinians, and Curry's Southern States of the American Union.

Course III.—North Carolina History.—Three periods a week. This course is designed to connect with and to supplement the work in Civics. No text-book is used. Lectures are given on the constitutional and political history of North Carolina. The Colonial Records and other material relating to our State History afford a basis for class discussions and topical reports. A thesis giving evidence of original research is required of every member in the class.

MATHEMATICS

GERTRUDE W. MENDENHALL,
CORA STRONG, Assistant

Applicants for the Freshman Class must pass satisfactory examinations in Arithmetic and Elementary Algebra.

Freshman: Four periods a week. Plane Geometry, with constant exercise in original demonstrations.

Sophomore: Four periods a week. First Term.—Solid and Spherical Geometry, three periods. Higher Algebra, one period.

Second Term.—Higher Algebra, two periods. Trigonometry, two periods.

Junior: Three periods a week. Analytical Geometry and Conic Sections.

Senior: Four periods a week. Differential and Integral Calculus.

BIOLOGY AND GEOLOGY

EUGENE W. GUDGER, M. S., Ph. D.
NETTIE LEETE PARKER, Assistant

Freshman Biology.—Two periods a week from the beginning of the year to the end of the first term. This course is designed as an introduction to General Biology and is especially adapted for students who intend to take Domestic Science. The course consists of recitations, laboratory work and written tests. Microscopic forms of animal and plant life are studied with particular reference to their bearing on health. Particular stress is laid on such forms as yeast, bacteria, and moulds in their relationship to household economy. The course ends with the study of a green plant and of an animal, both high enough to make clear the essential differences between plants and animals. No text is used, but references to books in the library are posted weekly.

Freshman Botany.—Two periods a week throughout the second term. This course consists of recitations, oral and written, and laboratory work. It deals first with the plant as a whole, then analyzes it into its parts and studies the structure and function of each part, and of the plant as a unit. Next the plant in its environment is studied with special reference to its struggle for existence. Finally a sufficient number of flowers is analyzed to familiarize the students with the use of the key and principles of classification. The text used is Bailey's Elementary Botany.

General Biology.—Four periods a week throughout the year. This course, consisting of one period of recitation and three of laboratory work a week, is designed as a part of the general education of every student and is open to all students who are candidates for the degrees of Bachelor of Pedagogy, Bachelor of Arts, and Bachelor of Science. The course may be taken without previous preparation in natural science, but it is strongly recommended that students take the courses in Freshman Biology and Botany first.

In the laboratory, each student studies with the microscope, or dissects, selected plants and animals, from the simpler, such as amoeba and yeast, to the more complex, such as the stonewort and the frog. In the spring a brief course in the embryology of the frog is given. Andrews' Laboratory Guide, Sedgwick and Wilson's General Biology, and Parker's Elementary Biology are used.

Geology.—Four periods a week throughout the year. As a prerequisite to this course, Physical Geography must have been taken, and a thorough knowledge of the general principles of Physics and Chemistry is absolutely necessary. Dynamical and Structural Geology are carefully studied and the principles involved are, as far as possible, illustrated by observation upon the processes now at work on the surface of the earth. The course concludes with a study of Historical Geology, in which it is aimed to

trace the development of life on the earth and the gradual formation of the continents.

Equipment.—The department is well equipped for practical work. There are twelve complete compound microscopes, a good microtome, and a fine water bath, together with a good supply of glassware and reagents. Dissecting instruments are supplied the students without charge. For work in Geology, there are fine collections of minerals, rocks and fossils. The library is fairly well supplied with works of reference for Biology and Geology and new books are being constantly added.

CHEMISTRY

MARY M. PETTY

Course I.—General Chemistry. Instruction in this department is given by lectures, illustrated by experiments, general discussion, and laboratory work. Each student will perform a given number of experiments in order to become acquainted with the nature and behavior of the various substances treated of in lectures. The latter part of the year will be devoted to simple methods of analysis.

Course II.—Organic Chemistry. This course is offered to the students in the Domestic Science department. It consists of two hours a week in organic chemistry, paying special attention to the chemistry of foods. It must be preceded by the work of Course I.

Course III.—Analytical Chemistry. This course is offered to those students who wish to prepare themselves for special work in this line, and who have completed the science work of the Sophomore and Junior years.

The students will be expected to become familiar with the most common elements, and be able to detect them either free or in compounds. They will also have some instruction in the quantitative analysis of compounds.

PHYSICS

WILLIAM C. A. HAMMEL

The course in Physics extends through the Junior year, and must be preceded by Chemistry. The first half of the year is given to Air, Liquids, Heat, and Dynamics; the second half to Electricity, Magnetism, Light, and Sound.

It is the purpose of the work to make the student acquainted with the principal laws and phenomena in the various divisions of the subject, to direct attention to the operation of the laws in the world about her, to explain some of the machines and instruments in which the laws have been applied, but, above all, to teach the student to observe correctly and accurately, and to seek an explanation of what has been observed.

The instruction is given by lectures, recitations and laboratory work. The student is required to construct simple and inexpensive apparatus, perform experiments, and then write full descriptions and explanations of the phenomena observed.

The department offers a post-graduate course to those desiring more advanced work.

MANUAL TRAINING

WILLIAM C. A. HAMMEL
JULIA M. RAINES, Assistant

Freshman.—Reed Basketry; Paper Work; Color Work.

Sophomore.—Clay Modeling; Card-board Work; Venetian Iron Work.

Junior.—Clay Modeling; Textiles; Mechanical Drawing; Knife Work.

Senior.—Clay Modeling; Basketry; Mechanical Drawing; Tool Work.

LATIN

VIOLA BODDIE
MARY TAYLOR MOORE, ASSISTANT

Preparation.—The course in Latin presupposes two years of competent instruction in the subject, involving the Roman pronunciation, careful attention to quantity and accent, systematic drill in grammar, attended by daily exercises in prose composition, and the reading of some elementary reader together with four books of Cæsar's Gallic War, or their equivalent.

General Statement.—It is the purpose of this department to direct the student to a broad cultural study of the language, literature and life of the Romans. The course offers not only a systematic study of grammar and of prose composition together with the reading of authors in culture-historical sequence, but a systematic study of Roman culture history in English, in connection with the reading of the authors selected.

Course I.—Roman Oratory. Prose Composition with study of Latin Synonyms, using Cicero's Orations as the basis of study. Four hours a week. First term for Freshmen.

Course II.—Roman Letters. Lectures on Roman Life. Authors read: Cicero, Horace, Pliny. Four hours a week. Second term for Freshmen.

Course III.—Epic Poetry. Vergil; Selections from earlier forms of the Roman epic; Lectures on topics related to epic poetry. Four hours a week. First term for Sophomores.

Course IV.—Roman Lyric Poetry. Horace's Odes used as the basis of study. Four hours a week. Second term for Sophomores.

Course V.—Roman Historical Writing. Livy; Tacitus; Composition. Three hours a week. First term for Juniors.

Course VI.—Satire. Horace; Selections from Persius, Juvenal and Petronius. Three hours a week. Second term for Juniors.

Course VII.—Comedy. Plautus; Terence; Lectures. Three hours a week. First term for Seniors.

Course VIII.—Latin Language and Literature. Three hours a week. Second term for Seniors.

The reading at sight of numerous selections from the several forms and periods of Latin literature will form an important part of this course.

FRENCH

NENA MORROW

The aim of this department is to enable students to read, write, and speak the French language. Stress is laid upon idiomatic construction and composition throughout the course; dictation exercises are given and poetry is occasionally memorized.

Two years of preparatory work in Latin or French is required for admission to the Freshman Class. (See entrance requirements.)

Course I.—Freshman. Advanced Grammar and reading of selected novels by Daudet, Erckmann, Chatrian, and other writers.

Course II.—Sophomore. French History; selected readings from the Historians, and Composition.

Course III.—Junior. Literature to the close of the eighteenth century; Readings from Corneille, Racine, Molière.

Course IV.—Senior. The Literature of the nineteenth century. Readings from Hugo and other modern writers.

GERMAN

BERTHA MARVIN LEE

The department offers two distinct courses.

I. Course A. Arranged primarily for students in the Bachelor of Arts course, comprises four years (fourteen hours). The only preparation necessary for this course is the requirement for entrance to the Freshman Latin class.

II. Course B. Arranged for students who have had no Latin. The maximum number of hours required in this course is fourteen hours; the minimum, eleven.

The two conditions for admission to Course B are previous admission to the Freshman English class and the passing of an examination on the rudiments of German inflection and conjugation.

Course A.—First Year. Grammar; Modern Prose.

Course A.—Second Year. Grammar; German Classics.

Course A.—Third Year. German Classics; Composition.

Course A.—Fourth Year. German Idioms and Synonyms as used in the modern novel.

Course B.—First Year. Science Readers; Grammar.

Course B.—Second Year. German Classics; History of Germany.

Course B.—Third Year. Composition; Reviews, pedagogical and scientific.

Course B.—Fourth Year. The German in Poetry, Music and Art.

PHYSIOLOGY AND HYGIENE

ANNA M. GOVE
CLEONE E. HOBBS

Hygiene. A course of lectures in practical care of health.

Senior.—Physiology and Hygiene. This course aims to give a practical knowledge of the cells, tissues, and organs of the body, of the general structure and functions, and to apply this knowledge to the consideration of diet and other practical hygiene.

The course is illustrated by simple laboratory work, use of microscope, and dissection of lower animals.

PHYSICAL CULTURE

MARY SETTLE SHARPE

Owing to present lack of adequate provisions for a gymnasium, a systematic course of physical culture is not available, but each student is required to spend some time each day, if weather be suitable, in out-door exercise, walking or games.

VOCAL MUSIC

The Music Department of the State Normal and Industrial College is based upon principles somewhat different from those of other schools for the education of women.

Experience shows that while the percentage of people who sing is very small, the percentage of those who cannot be taught to sing is much smaller. It is estimated that, in this country, from 85 to 90 per cent. can be taught to sing. In Germany and other countries, where music has been taught for generations in all schools, public and private, and where a child

learns to sing as he learns to read, the percentage is about 98. Americans are awaking to the fact that music is not only a good, but a necessary thing, and the schools in which music is not taught are rapidly disappearing.

No town or city of any considerable size is without a teacher of vocal music in the schools, and the effect of this work will be appreciably felt in a few years hence, when the influence of music taught in our schools shall begin to tell on our church, Sunday-school, and day-school singing, and, in fact, on the singing of the masses in all gatherings, both public and private. The day is not far distant when no man or woman can obtain a position in any first-class school of this country, unless he or she be able at least to conduct the music lessons in the school under the direction of the special instructor.

It is the purpose of the music department of this college to give each student, regardless of any special talent for music, an opportunity to become a fairly good singer, to have a sufficient knowledge of the rudiments of music to enable her to read at sight all ordinary music, and to be able to teach the first principles of singing and sight reading to the pupils of her school.

SPECIAL MUSIC COURSE

In addition to the classes in sight-singing found in each of the regular college courses, the department of Vocal Music offers a thorough training in voice culture and artistic singing.

The work in this course leading to a certificate comprises studies in tone-placement, solfeggi vocalises, English, French, and German songs, oratorio and operatic selections, and is intended to fit students for professional work in both singing and teaching.

Pupils are given the advantage of ensemble singing and of occasional recitals and concerts.

INSTRUMENTAL MUSIC

LAURA L. BROCKMANN
CHARLES J. BROCKMANN
MYRA ALDERMAN ALBRIGHT, Assistant
JULIA HAMLIN, Assistant

Study in instrumental music may be pursued incidentally in any grade in connection with any of the regular courses. For the benefit of those who wish to give particular attention to music, a special course has been arranged which allows the requisite time for the various branches necessary to the training of the musicians. See "*Courses of Study.*"

Besides instrumental study this course embraces two years' work in harmony, one in history of music, and one or more in ensemble playing. It is the aim of the department to make practical musicians of its students, so that besides being trained music teachers they will be fitted to take the lead in the musical life in the churches, schools, and social gatherings of their communities.

For entrance into the "Music Course" a student must have had sufficient previous training to play the simple forms of scales in all keys correctly, and to read music in the easier grades readily at sight.

The department furnishes instruction in pianoforte, violin, and all stringed and orchestral instruments, but certificates are given only to students of piano, voice, or violin. The college orchestra affords good practice in concerted playing.

ART

MELVILLE VINCENT FORT

The object of the Art education in this College is to give instruction and practice in drawing, so that a student may express her ideas in form, and to give that training in mechanical drawing which will enable the student to apply her knowledge to industrial arts.

Industrial drawing is, more than ever, recognized as an important factor in education, since it gives skill in the use of the eye and hand, cultivates habits of observation, stimulates thought, and increases appreciation of the beautiful. Should no immediate use be made of the study, from an educational point of view, the habits of promptness, neatness, and accuracy that are acquired by this training are of incalculable value. By training the eye and hand industrial drawing makes the expert draughtsman, and thereby furnishes a means of earning a livelihood.

The work of the first year consists of drawing from blackboard dictation, lines straight and curved and a combination of these lines; originating simple designs and sketching from simple objects.

The second year, æsthetic and mechanical drawing—geometric and perspective.

The third year, architectural drawing, designing simple houses, working out the plans and elevations.

During the fourth year, architectural drawing is continued.

After completing the first and second years' work, or standing a satisfactory examination on it, wood carving and china painting may be pursued.

DOMESTIC SCIENCE

MINNIE L. JAMISON

The aim of the Domestic Science Department is to give students a practical knowledge of those industries that pertain directly to the home and family, also to train them in habits of neatness and order, upon which the happiness of every home so largely depends. It is its purpose also to present the work in a practical, psychological way, so that students may be prepared to teach Domestic Science in the public schools.

Course I.—Cooking. In addition to the actual practical instruction in cooking, students have the

advantage of work in the division and combination of foods.

Course II.—General Household Economy. Including diet for the sick, preparation for receptions, serving dinners, luncheons, breakfasts, and teas.

DOMESTIC ART

ELIZABETH WATERS

SEWING—DRESSMAKING

Coure I. One term is given to plain hand sewing and simple embroidery. Following this work, in the second term, is drafting patterns, cutting and making simple garments, and cleaning and adjusting machines.

Course II.—Cutting, fitting, and making various styles of dresses.

COMMERCIAL DEPARTMENT

E. J. FORNEY

SHORTHAND

The original Isaac Pitman system of Shorthand is taught. It is the aim of the course to make practical shorthand writers—amanuenses and reporters. The inductive method of teaching prevails in the department, and the course being well graded, the student is led, step by step, through easy and natural stages, to *see,* to *think,* and to *act for herself.*

The work of the department will be planned as far as possible to meet the needs of students.

The course at first embraces not only the study of the principles, but the reading and writing in shorthand of a wide range of English classics. As the student advances, in order to acquaint her with the forces and machinery of the business world, actual

business letters bearing upon various subjects are dictated, reproduced on the typewriter, copied in the letter book, etc. Where it is deemed necessary sentence structure and composition in the English department of the College will be required.

Believing that a larger portion of our students will ultimately be engaged in amanuensis work, this feature is made the leading purpose of the course; but reporting and the work pertaining thereto is not neglected, and when a student demonstrates that she can receive the higher work in shorthand to advantage, such dictation is given as is calculated to give power, strength, and general information. Technical instruction in the use of medical and legal terms is also given.

Students in the advanced work are required to visit the lower classes for observation in teaching, and the latest and best methods are, therefore, demonstrated at a period in the work when they can be appreciated.

The diligent student can, in eight months, acquire a speed of 80 to 120 words per minute, which is sufficient to do good office work, but if reporting is intended, the subject should be studied for at least two sessions.

Certificates will be given to students who can write from dictation correctly in shorthand from general new matter at the rate of 80, 100, 125 (and above) words a minute. Students must pass an examination in Arithmetic and such examinations as are necessary to enter the Freshman class in English before this certificate will be given.

If business men who may be needing stenographers will write to this department, they will be put in correspondence with efficient help.

Students will be admitted to this department at any time during the college year not later than March 1st.

Home Study.—There are many young men and women who would probably like to take advantage of a course of systematic work at home. To all such the shorthand department will, upon request, outline a course of home work. All exercises sent to the college

will be criticised and corrected, the only requirement being that the postage both ways be paid. This course of home work is constructed to produce *results;* therefore it will take time and energy. In order to make the course as strong as possible, the complete outline includes the use of a number of books, the cost of which the student must bear. But in order to give students an opportunity to test their power before expending money for books, the department has issued a small pamphlet containing ten easy, well-graded lessons, which will be forwarded to any one upon application.

TYPEWRITING

The Remington typewriter is used as the most important machine, though other machines are used. Skill in the use of the machine is not the only design of this department. Special attention is paid to vocabulary, spelling, punctuation, and paragraphing. The instruction in this department is purely practical.

BOOKKEEPING

The course in bookkeeping and business practice in the elementary work is similar to that which can be obtained in progressive commercial colleges. We do not teach, as is commonly done, the copying of accounts from text-books, thus making up the sets, but each transaction is presented to the student as much like the performance of actual business as possible. The result of each student's work can be made entirely different, and the calculation, addition, and getting off of the trial balance depend upon the student's efforts. The student is, therefore, taught self-reliance from the start. The course from the business standpoint is a comprehensive one; it will not only make bookkeepers, but well-informed business women, thoroughly conversant with all kinds of common commercial forms, blanks, etc. The arrangement of the books, blanks, etc., is such that the subject can be taught with ease in schools of lower grade.

The Burroughs Adding Machine is part of the equipment of the department, and all students in bookkeeping are required to become familiar with its workings.

The higher work in bookkeeping represents the best practice of expert accountants of this country, and students are taught the uses of special books adapted to many important lines of commerce.

Special Information

ADMISSION OF STUDENTS

The Normal and Industrial College is a part of the public school system, and its special mission is to prepare people to work in and improve that system. Desiring to do the greatest possible good to all the State, the College has so arranged its courses of study that any bright girl who has improved all her opportunities in the best country public schools can enjoy its advantages. In order that the degrees which the Institution offers shall be worthy of the State and its College for women, the requirements for admission and the courses of study have been made equivalent to those of the colleges of best standing in North Carolina. For the benefit of those worthy and ambitious young women who, by reason of local conditions, find it impossible to prepare themselves in all the subjects required for entrance, the Institution will provide and maintain a college preparatory department offering instruction in the subjects required for admission to the Freshman class.

REQUIREMENTS FOR ADMISSION

1. Applicants for admission to the College should be sixteen years old and in good health.

2. They should send with their application, *which they themselves must write, a statement from their last teacher as to scholarship, conduct, and habits of study.*

3. For admission to the Freshman class examinations must be passed in the following subjects: Mathematics, History, English, Physics, Physical Geography, and Latin or German or French.

The requirements in each of these subjects are as follows:

MATHEMATICS: Applicants must pass a satisfactory examination in Arithmetic and Elementary Algebra. In Arithmetic students must show ability to analyze and explain correctly.

In Algebra accurate knowledge of the following subjects is necessary: Factoring, Common Divisors and Multiples, Theory of Exponents, Radicals and Equations involving Radicals, Quadratic Equations and Imaginary Quadratics.

HISTORY: Two courses are required for entrance. All applicants must pass a satisfactory examination in United States History. One of the following courses must also be offered: History of England, or Ancient History (Greece and Rome).

Students would do well to review their history studies before attempting these examinations. In United States History the examination will be based on the material presented in any good high school text, such as Our Country, Mace's School History, Fiske, Adams and Trent, or White. Suitable books for preparation in English History are Cheyney's Short History of England, Montgomery's Leading Facts, Coman's and Kendall's, or Andrew's History of England. If Greek and Roman History be offered instead of English History, the student should be familiar with some good text such as West's, Botsford's, Morey's, or Myer's Ancient History.

ENGLISH: *English Language; Grammar, Elementary Rhetoric.* The test will be largely on the ability of the candidate to write sensible and correct English.

Literature.—For Study. Several of Irving's sketches, several of Hawthorne's stories; poems of Bryant, Whittier, Longfellow, and Lowell; one or more of Scott's and of Tennyson's longer poems, and at least one of Shakespeare's plays—Merchant of Venice, Julius Cæsar, or As You Like It.

Literature.—For Reading. Poe's Tales, Franklin's Autobiography, Last of the Mohicans.

Brief History of American Literature.

PHYSICS: The completion of work equivalent to any standard elementary text-books in Physics.

PHYSICAL GEOGRAPHY: The text-book used in the Preparatory Department of the College is Tarr's New Physical Geography, and from it the entrance examination will be made out. This may be expected to cover such important topics as the Land, its physiographic features and the processes which have brought them about; the Ocean, its composition, currents, effects on climate, and its shore lines with their influence on civilization; the Atmosphere, its movements, weather, and climate; the distribution of animals and plants brought about by differences of temperature and moisture; and lastly the Physiography of the United States and its effects on the industries and pursuits of the nation. Students who expect to take this examination are urged to make careful preparation therefor.

LATIN: Two years of Latin must be offered for admission to the Freshman Class in the Bachelor of Arts course and by all candidates who elect Latin in any of the other courses. The requirement in Latin will also be accepted as satisfying the conditions for entrance into German and French. Candidates must pass an examination on one year's work as outlined in any good text-book for beginners, and on four books of Cæsar's Gallic War, together with Latin prose composition.

GERMAN: Students who do not offer two years of Latin as outlined above must, if they wish to elect German, pass an examination showing a fair knowledge of German inflection and conjugation.

FRENCH: Students who elect this subject must satisfy the two years entrance requirement in Latin or pass an examination in French. If French is to

be offered for admission, the student should have had two full years of work in Grammar, and should have read four or five hundred pages of French. Ability to write simple sentences correctly and knowledge of the regular conjugations should be obtained in preparatory work.

TIME AND PLACE OF EXAMINATIONS

All candidates for admission into the College must assemble in the college chapel at 9 a. m., *Thursday, September 20*, for preliminary registration. They will there be assigned to rooms for examination.

ADMISSION TO ADVANCED STANDING

Candidates for admission to an advanced class are subject to examinations on all studies required for admission to the Freshman Class, and on all studies pursued by the class up to the point at which they enter.

Candidates for advanced standing should present themselves for examination on the same days and at the same hours with candidates for admission into the Freshman Class.

Courses of Study

COURSES LEADING TO DEGREES

It is the special province of the State Normal and Industrial College to emphasize the useful and practical rather than the ornamental, though it does not mean to depreciate, nor will it neglect the æsthetic features of education.

The work of the College has been arranged with a view to preparing young women to teach. Experience shows, however, that no one course of study will adequately prepare teachers to meet the diverse requirements demanded by the several schools. One school may demand a teacher whose mission it is to give instruction in all the subjects taught in the public schools. Another may demand special qualification requiring continued study of particular subjects, such as language, mathematics, or science. Not infrequently one school will have need of both classes of teachers; for the lower grades, one qualified in several subjects; for the higher grades, one specially qualified in fewer subjects. Moreover, there is an obligation which the College and the State owe to those young women who, like their brothers at the other State colleges, desire a good general education but do not expect to become teachers.

To meet these varying demands and to give students a certain degree of latitude in selecting their college work, instruction is offered in three general courses of study leading to the following degrees: Bachelor of Pedagogy, Bachelor of Arts, and Bachelor of Science.

COURSE I.

Bachelor of Pedagogy

This course is designed particularly for those who intend to teach. It differs from the other courses chiefly in requiring that part of the Junior year and one-half of the Senior year be devoted to Pedagogy and the work of actual teaching in the Training School.

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
English..... 3	English..... 3	English... 3	English..... 3
Latin.....	Latin.....	Latin, French	Elocution.... 2
French or 4	French or 4	or 3	Pedagogy.... 9
German.....	German.....	German.....	Calculus.....
Plane	Higher Alge-	Psychology.... 3	Geology.. ..
Geometry... 4	bra, Solid	Physics.. 4	Physiology..
Music.....	Geometry.... 4	Pedagogy 3	General
and 3	and Plane	Civics and	Biology ... 4
Hygiene.....	Trigonometry	History.. 3	Domestic
Drawing..... 2	Chemistry..... 4	or 3	Science or
Manual	History . 3	Analytical	Manual
Training or 2	or Drawing	Geometry 3	Training..
Biology and	and Manual 3		
Botany.....	Training... 3		
	or Domestic		
	Science.....3		

COURSE II.

Bachelor of Arts

This course is designed particularly for those who may wish to give special attention to the languages. Free-tuition students taking this course will be required to do some additional work in the Training School for Teachers. The maximum number of 20 periods a week, however, cannot be exceeded.

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
English..... 3	English 3	English 3	English..... 3
Latin 4	Latin 4	Latin 3	Latin 3
French	French	French	French or 3
or 4	or 4	or 3	German....
German.....	German	German.....	Calculus.....
Plane	Higher Alge-	Psychology.... 3	Geology.....
Geometry.... 4	bra, Solid	Physics or	Physiology 4
Vocal Music	Geometry	Chemistry ... 4	or General
and 3	and 4	Civics and	Biology. ...
Hygiene.....	Plane	History..... 3	Elocution.... 2
	Trigonometry	or 3	Pedagogy
	History 3	Analytical	or 3
		Geometry.3	History .....

COURSE III.

Bachelor of Science

This course is designed particularly for those who may wish to give special attention to science. Free-tuition students taking this course will be required to do some additional work in the Training School for Teachers. The maximum number of 20 periods a week, however, cannot be exceeded.

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
English ... 3	English 3	English..... 3	English..... 3
Latin, French or German..... 4	Latin, French or German. 4	Latin, French or German..... 3	Pedagogy or History 3
Plane Geometry.... 4	Higher Algebra, Solid Geometry and Plane Trigonometry 4	Psychology... 3	Calculus or Science 4
Music and Hygiene..... 3		Physics..... 4	Science... 8 or Science... 4 and Domestic Science or Manl. Arts 4 8
Drawing..... 2		Analytical Geometry...3 or Civics and History.... 3 3	
Manual Training or Biology and Botany 2	Chemistry..... 4	Elocution..... 2	
	Drawing and Manual Training..3 or Domestic Science.....3 3		

COURSES FOR STUDENTS NOT CANDIDATES FOR A DEGREE

All students are advised to elect one of the regular courses. They furnish an excellent foundation of liberal education and at the same time allow a reasonable latitude for specialization in single branches. When it seems advisable, however, special courses will be arranged for students who are neither under contract to teach nor candidates for a degree.

Special Music Course

This course is designed for students who may wish to give special attention to instrumental or vocal music. No degree is awarded for the completion of the work here outlined, but students satisfying the requirements in music for the four years and the academic work through the Sophomore year will be given a music certificate.

For entrance into the "Music Course" a student must have passed the examinations required for admission to the College and must have had sufficient previous training to play the simple forms of scales in all keys correctly, and to read music in the easier grades readily at sight.

The same extra charges for music will be made as advertised elsewhere in this Catalogue on page 52.

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Music 5	Music 5	Music..... 8	Music..... 9
English 3	English 3	English..... 3	English 3
Mod. Language 4	Mod. Language 4	Mod. Language 3	Modern Language.. 3
History 3	Mathematics.. 4	Mathematics or Physics .. 4	Psychology.. 3
Hygiene and Vocal Music... 3	Elocution..... 2		

REGULATIONS

Twenty periods a week is the maximum number of periods allowed any student. All students are required to take at least fifteen periods of work.

The work in a lower class must be completed before the work in the same subject can be taken in a higher class. In case of a conflict between work in a lower class in any department and the work in a higher class in another department, if the student cannot, within the limited number of periods allowed, take both, she must drop the work in the higher class and continue the work in the lower.

Satisfactory examinations on all back work must be passed at the beginning of the session. Students receiving a failure on any subject at the mid-year examinations are required to either drop into a lower class in that subject, or to discontinue the study of it for that year. Seniors receiving a condition on more than one subject at mid-year examinations are no longer to be considered members of the class, and will be required to discontinue some of their work.

No student will be allowed to change her course of study after the end of the first month of the college year.

BRIEF COURSES FOR TEACHERS

The State Normal and Industrial College desires to render every possible service to the educational interests of the State. In the hope of quickening the educational life and rendering more effective the public school system, the College offers to women teachers three brief courses of instruction specially designed for those who seek better professional equipment, but who, for various reasons, are unable to pursue the full courses of four years each.

Two of these courses are of two month's duration, one beginning at the opening of the Fall Term, September 20th, and ending about November 15th; the other beginning about April 1st, and closing with the College year. A third course, embracing a full year's work, is open to those who have satisfactorily completed the two briefer courses, and to all others whose general education and pedagogical experience have been such as to enable them to undertake the work with profit.

All the advantages of the College will be available to students pursuing these courses. In the department of Pedagogy, lectures on the best methods of teaching all the common school studies are given, and the students have an opportunity of spending some time in the Practice and Observation School. In addition to the work of the Pedagogical department,

lectures and laboratory work are offered in the several departments of science and special teachers' courses are given by the departments of English and History. Women teachers who may wish to register for any of the foregoing courses are invited to correspond with the President of the College. Applications should be made at least one month in advance of the time when regular work is to begin.

BOARDING ARRANGEMENTS AND EXPENSES

Students are allowed to board in private families in Greensboro, provided the President of the Institution is notified in advance, and approves of the places where they propose to board. The College cannot rid itself entirely, nor does it desire to, of responsibility for the conduct of its students out of school hours, even though they do not board in the College dormitories. It will, therefore, receive as students only those who board in such homes as will be managed in harmony and sympathy with the government of the College.

THE DORMITORIES

Those who board in the dormitory buildings will be under the direct care of the President, the Lady Principal, and such competent lady assistants as will be selected to manage the dormitories. These buildings have been fitted up by the State, and board will be furnished at actual cost. The law does not allow any profit to be made on the boarding department.

At the close of each annual session the supplies left over will be sold, and whatever surplus is left in the hands of the Bursar and Matron will be distributed to the students who may have boarded in the dormitories.

PLACES IN THE DORMITORIES

One hundred and fifty-two of the boarding places in the dormitories will be given to students who have free tuition on account of their intention to become

teachers. The other places will be given to those who prefer to pay tuition, whether they intend to become teachers or not, the money thus derived from tuition being used to enlarge and better equip the dormitories and other departments of the College.

COUNTY APPORTIONMENT

Of the one hundred and fifty-two county appointments, which merely give the privilege of securing board at the reduced rate in the dormitory buildings, the following is the apportionment, by counties, according to law:

2 Alamance
1 Alexander
1 Alleghany
1 Anson
2 Ashe
2 Beaufort
1 Bertie
1 Bladen
1 Brunswick
4 Buncombe
2 Burke
2 Cabarrus
2 Caldwell
1 Camden
1 Carteret
1 Caswell
2 Catawba
2 Chatham
2 Cherokee
1 Chowan
1 Clay
2 Cleveland
2 Columbus
2 Craven
2 Cumberland
1 Currituck
1 Dare
2 Davidson
1 Davie
2 Duplin
1 Durham
1 Edgecombe
2 Forsyth
1 Franklin
2 Gaston
1 Gates
1 Graham
2 Granville
1 Greene
3 Guilford
1 Halifax
1 Harnett
2 Haywood
2 Henderson
1 Hertford
1 Hyde
3 Iredell
1 Jackson
3 Johnston
1 Jones
1 Lenoir
1 Lincoln
1 Macon
3 Madison
1 Martin
1 McDowell
3 Mecklenburg
2 Mitchell
1 Montgomery
2 Moore
2 Nash
1 New Hanover
1 Northampton
1 Onslow
1 Orange
1 Pamlico
1 Pasquotank
1 Pender
1 Perquimans
1 Person
2 Pitt
1 Polk
3 Randolph
1 Richmond
2 Robeson
2 Rockingham
2 Rowan
2 Rutherford
2 Sampson
1 Scotland
2 Stanly
2 Stokes
2 Surry
1 Swain
1 Transylvania
1 Tyrrell
2 Union
1 Vance
3 Wake
1 Warren
1 Washington
1 Wautauga
2 Wayne
3 Wilkes
2 Wilson
2 Yadkin
1 Yancey

APPLICATIONS AND EXAMINATIONS
FOR COUNTY APPOINTMENTS

If the number of applicants from any county does not exceed the number which the county is entitled to send, and if it is evident from the application, and for other reasons, that the scholarship of such applicant or applicants is good enough to admit her or them to the College, notification will be given, and the examination for classifying such students will take place when they arrive at the College. If, however, there should be more applicants from a county than can be admitted from it, a competitive examination, prepared by the faculty, will be held at the county seat about August 1st.

All applications for the competitive examination should be in the hands of the President on July 15th.

Students who win appointments from their own counties to board in the dormitories can hold them until they complete the course, provided their conduct and progress are satisfactory to the faculty.

Any county appointments not applied for by August 1st, will be given to applicants from other counties, preference being given to the following classes:

1. Graduates of colleges for young women. (This is done in order to prevent graduates from entering the competitive examinations against younger and less mature scholars in their own counties and because these graduates can be prepared in a shorter time to begin teaching in the schools of the State.)

2. Those who have spent a year or more at this College, boarding in private families, and whose conduct and studious habits have commended them to the faculty. Those who have boarded in the dormitories and paid tuition, though intending to become teachers, are also considered as belonging to this class.

3. The best material among new applicants.

EXPENSES FOR THE ANNUAL SESSION

By the Charter of the Institution, board must be furnished in its dormitories at actual cost. Since there is no possible profit in the board no risk of loss can be taken. It is, therefore, necessary that all bills be paid in advance. No exceptions can be made. The Board of Directors instructs that sight draft be made for all bills not paid when due.

Board in the dormitories (not to exceed)	$ 79 00	
Laundry	18 00	
		$ 97 00
Fuel and Lights	$10 00	
Dormitory Fee	2 00	
Registration fee	4 00	
Medical and Physical Culture fee	5 00	
For use of Text-books and Apparatus	5 00	
Library fee	2 00	28 00
Total exclusive of tuition		$125 00
Tuition		45 00
Total including tuition		$170 00

The payments for the regular charges, and fees will be due as follows, in advance:

For students who board in the dormitories and have free tuition:

September 20th	$ 40 00	
November 15th	30 00	
January 15th	30 00	
March 15th	25 00	$125 00

For students who board in dormitories, and pay tuition:

September 20th	$ 50 00	
November 15th	40 00	
January 15th	40 00	
March 15th	40 00	$170 00

For students who have free tuition and do not board in dormitories:

September 20th	$ 15 00	
January 15th	5 00	$ 20 00

For students who pay tuition and do not board in dormitories:

September 20th	$ 25 00	
November 15th	15 00	
January 15th	15 00	
March 15th	10 00	$ 65 00

Students who do not go home during the holidays will pay $3.00 for board and laundry for the extra week.

The only additional expenses at the College will be for medicine used, literary society fee; and, for graduates, a diploma fee of $5.00.

If the student boards in a private family, the cost for the annual session will be increased by an amount ranging from $10.00 to $20.00, according to price paid for board. Board in private families must be paid monthly in advance.

All students, whether with or without free tuition, must pay their board and other living expenses, according to the terms of the catalogue.

NON-RESIDENTS OF THE STATE

No free tuition is given to a non-resident of the State, but a tuition charge of $65, instead of $45, is made.

SPECIAL DEPARTMENTS

ADDITIONAL EXPENSES

To any student not boarding in the dormitories desiring to take a special course in Stenography, Domestic Science, Art, or other single department, (except Manual Arts Department) and who does not expect to become a teacher, a charge of $20 for tuition will be made, besides the regular fees ($20).

MUSIC DEPARTMENT—INSTRUMENTAL

The charges for the collegiate year are $45.00. This includes the use of piano for practice one period a day. Students taking "Music Course" will need

extra practice time, and for the use of piano there will be an additional charge of fifty cents a month for each extra period. For violin, mandolin, or guitar, when students own their instruments, the charges for the year are $36.00.

MUSIC DEPARTMENT—VOCAL CULTURE

The charges for special vocal lessons, including daily piano practice, are $45.00.

MANUAL ARTS DEPARTMENT

In addition to the regular college fees outlined under "Expenses for the Annual Session," a tuition charge of $60 for residents of the State, or $80 for non-residents of the State, will be made in the Manual Arts Department.

The students are not required to bring any text-books. The College will, for the book fee, furnish the use of all ordinary text-books. But it might be helpful if students would bring any books in their possession relating to Science, Literature, History, etc., to be used as reference books. Latin, French, or German lexicons, when needed, must be purchased by the student.

In all business matters the College prefers to deal directly with the students, rather than with their parents or guardians. This gives them business experience, and makes them realize the cost of their training.

All students are supposed to matriculate for the full year, and must not expect any fees or dues remitted on account of their irregularities, or change in their plans, except in cases of their serious illness, making it necessary for the resident physician to advise them to return home.

Let all checks and money orders be made payable to E. J. Forney, Bursar.

FREE TUITION

The State Normal and Industrial College offers no scholarships. The only students who can have free tuition are those "who signify their intention to teach upon such conditions as may be prescribed by the Board of Directors." One-half of the dormitory space is reserved for tuition-paying students, and one-half for free-tuition students, part of the tuition-paying and part of the free-tuition students being obliged to board in private families. Each student applying for free tuition must sign the following agreement:

"I seek the opportunities of the State Normal and Industrial College because it is my desire and intention to make teaching my profession, and I agree, in consideration of free tuition granted me in said Institution, if I can secure employment and my health permits, to teach in the public or private schools of the State for at least two years after I leave the College. If within three years from the time I leave the College I fail to teach as herein stated, from any fault of mine, which shall be decided by the Board of Directors or the Executive Committee, I agree to pay the College full tuition for the time I attended. I furthermore agree that until this pledge shall have been fulfilled, I will report to the College, in May of each year after I leave it, the amount of teaching work that I have done."

LOAN FUNDS AND FELLOWSHIPS

THE ALUMNÆ LOAN AND SCHOLARSHIP FUND

For the purpose of establishing a few scholarships for post-graduate work, and for making loans to worthy students (chiefly in the higher classes) who could not return to the College without aid, the Alumnæ Association has undertaken to raise a fund.

THE JARVIS BUXTON LOAN FUND

This fund, now amounting to $100, is established by Mrs. J. C. Buxton, of Winston, N. C., in memory of her little son, who, notwithstanding the fact that he was an invalid all his life, had accumulated this amount of money before his death.

THE ADELAIDE WORTH DANIELS FUND

This fund, amounting to $100, has been established by Mr. and Mrs. Josephus Daniels in memory of their little daughter, and is to be used as a loan fund to worthy students.

THE LIDA CARR FELLOWSHIP FUND

This fund was established by General and Mrs. Julian S. Carr.

THE SARAH AND EVELYN BAILEY SCOLARSHIP

Mr. and Mrs. T. B. Bailey, who lost their only children while students at this College have established a permanent scholarship to be known as "The Sarah and Evelyn Bailey Scholarship."

OTHER LOAN FUNDS

Charles Broadway Rouss, of New York, gave $100 to be used as a loan fund to the daughter of a Confederate soldier.

Mr. and Mrs. V. Everit Macy, of New York, gave $1,000, to be used as a loan fund.

The late Judge John Gray Bynum bequeathed to the College $1,000, to be known as the Hennie Bynum Scholarship, to be used as a loan fund for the aid of some young woman from Burke county.

GOVERNMENT

The general policy in regard to government has been to trust the students and appeal to their honor and sense of propriety, and to their interest in the success of the College. It is but simple justice to say

that they have responded to these appeals with a loyalty and faithfulness worthy of the highest praise. Vexatious and needless restrictions are dispensed with. The regulations made in regard to conduct and study hours have been the result of a consultation with the students, and of a practically unanimous vote in their favor. The students are responsible for the preparation of their lessons, but they can do their studying either in the Assembly Hall, which is seated with desks, or in their private rooms, as their brothers do when they go to college. The object is to throw responsibility upon the students and to make them, as nearly as practicable, a self-governing body. This sense of responsibility is one of the educative forces of the College. The experiment has worked well so far, and, in many ways, the plan has advantages over that system of management based on rules and restraints made solely by those in authority.

Under certain conditions it might be found necessary to modify the method of discipline, *but, where many of the students are themselves teachers, where about one-third are defraying their own expenses, and where the average age is nearly twenty years,* the sober judgment of the students can generally be relied upon to produce a public sentiment that will result in right conduct and honest work.

Each student, when she registers, is required to sign the following contract:

CONTRACT

I do hereby contract with the State Normal and Industrial College that so long as I shall remain a student of the College, I will endeavor to comply cheerfully with all its regulations in all particulars, and I agree not to deface or injure, by writing or otherwise, any of its furniture, books or other property. Moreover, if I should accidentally do damage to any property of the College, I hereby agree to report it promptly to the President, or, in case it

should be dormitory property, I agree to report it to the lady in charge of the building where the damage is done, in order that it may be properly assessed, and that I may pay for the same.

Compliance with the above contract requires promptness in attendance upon every meeting of students in chapel, dining-room, at recitations, or elsewhere, from the date of the opening of the College to the last exercise of the Commencement.

General Information

AN EDUCATIONAL CENTER

The State Normal and Industrial College and its friends are to be congratulated upon its location. Greensboro is one of the prosperous, growing cities of the country. Its healthfulness is well known, and its social and religious influences are the best. It has long been an educational center. Its people and the people of Guilford county are liberal friends of public education, and have always been strong advocates of the education of women. The graduates of old Edgeworth are scattered over North Carolina, and are warmly attached to Greensboro, where, for so many years, their *alma mater* educated the women of the State. The Greensboro Female College, managed under the auspices of the Methodist Church, is located here, and is one of the most popular institutions in the State. There are other excellent private schools. The public schools of Greensboro are well-equipped, and do efficient work, giving boys and girls a thorough preparation for college. There are few towns or cities where such educational advantages can be had at such small cost, and, on that account, many people have moved to Greensboro to educate their children.

ACCESSIBILITY

There is another important reason why the College is fortunately located. To the entire people of the State, Greensboro is the most accessible of North Carolina towns. It is the geographical and railroad center of the State. The North Carolina Railroad, the North-western North Carolina Railroad, the main line of the Southern Railway, and the Atlantic and Yadkin Valley Railway, meet at Greensboro.

The schedule time to Greensboro from Raleigh, Fayetteville, Durham, Winston-Salem, Mt. Airy, Statesville, Salisbury, and Charlotte is from one to four hours.

One can leave Weldon, Goldsboro, Tarboro, Wilson, Maxton, Hamlet, Wilkesboro, Asheville, or Hot Springs in the afternoon and reach Greensboro by bed-time.

Students who leave Wilmington at 9 a. m., and those who take the early trains at Murphy, Morehead City, and the railroad stations in the most remote corners of the State, will meet in Greensboro in the afternoon or evening of the same day.

EQUIPMENT

The College grounds, including the campus and a large park, afford ample facilities for out-door recreation. The several dormitories and the main building, in which are the lecture rooms, laboratories, chapel, and offices, are comfortably furnished and well-lighted, warmed and ventilated. They have water and sewer connections, and are supplied with apparatus for filtering and sterilizing the drinking water. The laboratories are furnished with desks and tables, and the needful apparatus and supplies for experimental work in Physics, Chemistry, Biology, Geology, Physiology, Industrial Drawing, and Manual Arts. The infirmary, a two-story brick building, is well-equipped for the care and comfort of the sick. The Curry Building, with large assembly hall and class rooms, is a model building devoted exclusively to the work of the Training School for Teachers. In the Students' Building, besides a spacious auditorium, are halls for the two literary societies, and rooms for the Young Women's Christian Association. The lower floor of this large building is occupied by the departments of Manual Arts and Domestic Science.

THE LIBRARY

OFFICERS :

ANNIE F. PETTY, Librarian
HELEN HICKS, Assistant
W. C. SMITH, Supervisor

The Library is not to be viewed merely in the light of passive equipment, but may more properly be regarded as one of the distinctly educative forces of the Institution. Those in whom its management is vested consider that it has a mission to perform other than that of mere adjunct to departmental work. Efforts are made to render it a vital force in securing those broader ends which the College seeks to attain. To be educated in the friendship of books; to derive that solace and inspiration and strength that come from restful, friendly communion with the world's choice spirits, this is no insignificant part of a woman's education. Denied this perennial source of wisdom and culture and generous sympathy, a woman misses one of the most potent influences of continued growth and an effective agent in fitting her to become a wise and sympathetic trainer of future citizens.

The building, a model of comfort and convenience, is the gift of Mr. Andrew Carnegie. Care has been taken to select such books as are most serviceable to students in their work in the various departments. The Library now contains about five thousand volumes, and valuable additions are annually being made by purchases and donations. Students have access, under necessary limitations, to the bookshelves. Facilities are afforded for reading and study during library hours, and the librarian is present to give help in any line of special study or reading. The books are arranged according to the Dewey system of classification. A card catalogue is in process of preparation.

The Reading Room is supplied with the best current literature, including state and national papers, leading magazines, reviews, and educational journals.

The Library and Reading Room is open on weekdays, except Saturday, from 8.30 a. m. to 4.30 p. m. The Saturday hours are from 8.30 a. m. to 1 p. m.

The College acknowledges gifts to the Library during the past year from United States Government, Mr. Andrew Carnegie, Walter F. Burns, Junius Davis, M. O. Sherrill, Commissioner of Education, and the publishers of the Asheville Gazette, Fayetteville Observer, Greenville Reflector, Raleigh Times, Caucasian, Clinton Caucasian, Progressive Farmer, Orphans' Friend, Reidsville Review, Concord Standard, Roxboro Courier, News-Herald, Mooresville Enterprise, Mount Airy Christian Sun, Church Record, Kelley Messenger, Smithfield Herald, Hickory Press, Roanoke-Chowan Times, Alamance Gleaner, Duplin Journal, King's Weekly, Tarboro Southerner, Sampson Democrat, Aberdeen Telegram, Alleghany Star, Richmond Headlight, Lenoir Topic, Times-Mercury, Burlington News, Statesville Mascot, Waynesville Courier, Gastonia News, Wilson Times, and Rural Visitor.

THE MUSEUM OF NATURAL HISTORY

The College possesses a collection of several hundred specimens of typical rocks and minerals properly labeled and displayed in cases. Some collections of invertebrates, both dried and in alcohol, have also been made. The collection of skins and mounted specimens of birds and quadrupeds has been considerably increased during the past few years.

SOCIAL LIFE

With regard to the social management of the dormitories, we consider it essential that the young women should have every privilege consistent with student life. Shopping, visiting, and receiving friends to a reasonable extent are not prohibited, *but no night may be spent out of the dormitories without a written request from parents or guardians, and even then,*

permission will not be granted if, in the judgment of the authorities, it would be unwise to grant it.

Visits from gentlemen must be restricted to holiday occasions and to those stated times when the young women will announce that they are "at home" to their friends generally.

No one must expect exceptions to the foregoing regulations unless a written request for each case comes from her parents or guardian, addressed to the President or Lady Principal.

RELIGIOUS LIFE

Though unsectarian in its management, the College is distinctly Christian. Students are urged to attend the church of that denomination which it is their custom to attend when at home. The several pastors of the city churches are cordially invited to visit the Institution in order that they may become personally acquainted with the students and strengthen their religious life by helpful talks and conferences.

Prayers, with the reading of the Scriptures, and singing, are a part of each day's opening exercises. Attendance on this service is required.

Under the auspices of the Young Women's Christian Association voluntary Bible-classes are conducted. The Association also provides for a gospel service four times a week.

GENERAL CULTURE

Students should breathe an atmosphere that will promote growth. The College, in addition to its regular work, seeks in various ways to promote the general culture of its students. Lectures are given from time to time by members of the faculty, and addresses made by prominent men and women, whose presence and whose messages are an inspiration to right thinking and right living.

SPIRIT OF DEMOCRACY

Whatever success has attended the State Normal and Industrial College during the past fourteen years has been due largely to the representative character and spirit of the young women who have been its students. They have come from all of the ninety-seven counties. Among them can be found the names of one hundred or more graduates of leading "female colleges" and seminaries, and a much larger number who received their previous training entirely in the public schools of the rural districts. In fact, the Institution has had every type of respectable woman in North Carolina, from the one who has enjoyed the privileges which money and social position can give, to the girl who was never on a railroad train until she boarded it for Greensboro to become a student in the State's College for women. One-third of these young women have remained in the College at their own expense, without help from parents, and this one-third with those who are naturally studious and ambitious, have formed a serious-minded nucleus, and have exerted a strong influence in favor of industry and the steady performance of duty. The wholesome fact that the College has not depended upon the revenue derived from any class of its students has not only tended to aid in its discipline, but has also imbued all the students with the spirit of democracy. *The State is always the gainer when its teachers can be trained in an atmosphere of equality which recognizes the worth of honest toil and faithful service, regardless of class distinctions of all kinds.*

HEALTH AND MEDICAL ATTENTION

The health of the students is made a prime object of attention, and the sanitary arrangements of the College are all carefully supervised. An experienced woman physician has charge of matters pertaining to the health of the students. Trained nurses are

also regularly employed. The physician and nurses may be consulted day or night by any student who may be indisposed. The cost of the medical consultation and attendance is included in the published expenses. In this way medical advice is to be had at the least cost, and the danger obviated of any student postponing for economical reasons the necessary consultation.

SOME DISTINCTIVE FEATURES OF THE COLLEGE

The chief mission of the State Normal and Industrial College is to give to young women such education and training as will fit them to work in and improve the public school system. The College stands for a public educational system that will educate all the people. It teaches its students and urges them to teach others the doctrine of universal education. The authorities of the Institution regard the College as a part of the public school system of the State, and believe that it has a duty to discharge, not only to those who study within its walls, but to that great body of people who, for one reason or another, will not enter this or any other school or college. The greatest amount of educational opportunity to the greatest number of people is its motto and its aim. Without reservation, members of its faculty stand for local taxation for public schools, and for every movement which tends to secure to the State effective teaching of every child, preparing him for productive labor and intelligent citizenship.

The College has several features which are not common to all colleges for women. Among them may be mentioned:

1. The regular courses of study have been arranged with a special view to preparing young women to teach.

2. All candidates for the teaching profession, must for a year, spend a part of each day in teach-

ing under the supervision and kindly criticism of the head of the department of Pedagogy and his assistants in the Training School for Teachers.

3. Candidates for the teaching profession must study Psychology and Pedagogics for at least two years.

4. All candidates for the teaching profession are required to take Freehand Drawing and Vocal Music.

5. All candidates for the teaching profession have an opportunity of taking a course in civil government, in order that they may be better fitted to teach in the schools of the State the duties, rights, and burdens of citizenship.

6. All candidates for the teaching profession have an opportunity of taking a three years' course in Manual Training.

7. Under no circumstances can any student receive free tuition without taking the pledge to become a teacher for at least two years after leaving the College.

8. Of the 333 young women who have received the College diploma during the past thirteen years, all except seventeen have taught since their graduation.

ORGANIZATIONS

There are a number of organizations among the students, and it is a mistake from any standpoint for a young woman to come to the College and not belong to one or more of them. The expense connected with membership is not large and the advantages are very great in many ways.

ADELPHIAN AND CORNELIAN SOCIETIES

There are two literary organizations of strength and usefulness, both to the College and to the individual members. They are managed by the students themselves, and the faculty have no connection with

them except honorary membership. *After observing for several years the general progress of those students who are members of these societies, and those who are not, the authorities of the College do not hesitate to say that it is a great mistake for a student not to become a member.* Besides the literary work, they give to students a training in self-control and in the power to influence others, which the regular work of the College cannot give.

The Board of Directors prohibits any other secret organizations.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Young Women's Christian Association is a voluntary organization of the students in the College, and is entirely under their management. The faculty are in hearty sympathy with the Association, and are glad to render such aid as they can in prosecution of the work.

The object of the Association is primarily the development of Christian character in its members, and the prosecution of active, Christian work in this College. But no organization worthy of the name of Christian can remain self-centered, and the secret of the power of the Students' Association is found in its three-fold purpose: (1) To help unite the Christians of the student world; (2) to establish and promote the religion of Christ in the lives of students; and (3) to equip and send forth leaders to extend the Kingdom of God throughout the earth.

Any student or teacher in the College, or any woman connected with the Institution, who may desire to attend the meetings or take part in Bible study, may be elected an associate member of the Association. Any such woman who is a member of the evangelical church is eligible to active membership.

The Committee on Devotional Meetings provides for a gospel service every Sabbath evening. The pastors

in the city and others are frequently invited to make addresses before the organization.

Several Bible classes have been organized for systematic Bible study.

An earnest effort is being made to secure a suitable library for the Association. The Students' Building with its rooms for the use of the Young Women's Christian Association will, it is hoped, be ready for occupancy at the opening of the fall term in 1906.

THE STATE NORMAL MAGAZINE

The State Normal Magazine is published quarterly, from October to June, by a Board of Editors elected from the Adelphian and Cornelian Literary Societies. The matter contained in it is not of purely local interest. Timely articles on current educational questions, together with material relating to the past history of the State, form a considerable portion of its contents.

The subscription price is fifty cents a year, payable in advance.

TEACHERS' REGISTRY

A registry of the names of students and graduates who desire to teach is kept by the College. The Alumnæ who are interested in it are requested to keep the authorities informed of changes in their address. The President will be pleased to correspond with any who desire teachers.

List of Students for 1905-'06

NAME	POSTOFFICE	COUNTY
Adams, Louise Bond	Greensboro	Guilford
Alexander, Lola	Concord	Cabarrus
Allen, Martha Moore	Kinston	Lenoir
Anderson, Elizabeth Maude	Highlands	Macon
Andrews, Bell Avera	Raleigh	Wake
Anthony, Cary Adelaide	Greensboro	Guilford
Ardrey, Annie	Fort Mill, S. C.	Mecklenburg
Armfield, Nell	Statesville	Iredell
Arnold, Sarah Catharine	Cameron	Moore
Arrowood, Bess Dickson	Morganton	Burke
Ashworth, Lenoah	Grange	Transylvania
Atkinson, Mina	Lenoir	Caldwell
Austin, Blanche Leone	Barium Springs	Iredell
Austin, Delha Dancy	Tarboro	Edgecombe
Austin, Jannet Jeffreys	Tarboro	Edgecombe
Avent, Mamie Lee	Raleigh	Wake
Banks, Nina	Elizabeth City	Pasquotank
Barber, Mary Lena	Winfall	Perquimans
Barrett, Annette	Carthage	Moore
Barwick, Maggie	Kinston	Lenoir
Battle, Ella	Rocky Mount	Edgecombe
Beardsley, Katherine	Manson	Warren
Becton, Bertie	Eureka	Wayne
Benbow, Mary Elizabeth	Greensboro	Guilford
Bennett, Ethel M.	Stokesdale	Rockingham
Biggerstaff, Mary Elizabeth	Rutherfordton	Rutherford
Blackman, Fannie Pearl	Jesup	Moore
Blake, Agnes Lee	Greensboro	Guilford
Blanchard, Nannie L.	Greensboro	Guilford
Blanton, Annie Barr	Mooresboro	Cleveland
Blanton, Aurelia May	Mooresboro	Cleveland
Blount, Alice W.	Swansboro	Onslow
Blount, Stella	Roper	Washington
Blow, Celestia M.	Greenville	Pitt
Blue, Eula May	Carthage	Moore
Bobbitt, Crystal W.	Watkins	Vance
Boddie, Elizabeth	Nashville	Nash
Boddie, Frances R.	Louisburg	Franklin
Boggan, Fannie H.	Wadesboro	Anson
Bonner, Helen H.	Cary	Wake
Bonner, Lottie H.	Aurora	Beaufort
Boon, Sue McCall	Wilmington	New Hanover

NAME	POSTOFFICE	COUNTY
Booth, Annie Jean	Oxford	Granville
Boren, Clara E.	Pomona	Guilford
Boyd, Mariam N.	Warrenton	Warren
Boyette, Louise	Warsaw	Duplin
Bragg, M. Lila	Gordonsville, Va.	Orange
Brogden, Nettie Lou	Goldsboro	Wayne
Brooks, Marie	Denver	Lincoln
Brown, Ethel Lee	Washington	Beaufort
Brown, Harriett	Conetoe	Edgecombe
Brown, Mary Louise	Chadbourn	Columbus
Brown, Willie	Charlotte	Mecklenburg
Bruton, Mattie	Wadeville	Montgomery
Bruton, Ruby	Kinston	Lenoir
Buford, Nannie C.	Salisbury	Rowan
Bugg, Essie Edwards	Macon	Warren
Bullard, (Mrs.) M. Louise	Greensboro	Guilford
Burgess, Cosie May	High Point	Guilford
Burns, Cleo	Ellenboro	Rutherford
Butler, Carrie	Pireway	Columbus
Byerly, Ida L.	Advance	Davidson
Byerly, Tullia V.	Advance	Davidson
Byrd, Clara Booth	Greensboro	Guilford
Caddell, Margaret Elizabeth	Carthage	Moore
Caldwell, Bessie	Concord	Cabarrus
Call, Margaret	Mocksville	Davie
Campbell, Mamie A.	Aberdeen	Moore
Campbell, Mattie	Aberdeen	Moore
Campen, Florence Baxter	Alliance	Pamlico
Campen, Sina Whitford	Bayboro	Pamlico
Cannon, Blanche Winifred	Ayden	Pitt
Carland, Susan Jane	Horseshoe	Henderson
Carson, Elma R.	Marion	McDowell
Carter, Loula	Belew's Creek	Forsyth
Carter, Mary G.	Winston	Forsyth
Case, Lina Clare	Oak Ridge	Guilford
Casey, Eva	Goldsboro	Wayne
Casey, Sudie	Goldsboro	Wayne
Cauble, Bessie L.	Salisbury	Rowan
Chadwick, Kate	Kinston	Lenoir
Clark, Mary Williams	Weldon	Halifax
Clarke, Lillian	Mt. Airy	Surry
Clegg, Annie	Carthage	Moore
Clement, Hattie	Oxford	Granville
Clifton, Pearl	Faison	Sampson
Coble, Bessie Lavinia	Greensboro	Guilford
Coble, May	Burlington	Alamance
Coble, Myrtle M.	Burlington	Alamance
Cole, Eliza	Silver Hill	Davidson
Cole, Lottie Crawford	Rockingham	Richmond

NAME	POSTOFFICE	COUNTY
Collins, Delcie	Holly Springs	Wake
Coltrane, Beatrice	Randleman	Randolph
Cooper, Flora	Greensboro	Guilford
Cooper, Margaret	Graham	Alamance
Cooper, Viola	Dobson	Surry
Corpening, Belle	Worry	Burke
Cox, Susie Janette	Durham	Durham
Crater, Mary E.	Marion	McDowell
Craven, Loula Ellis	Concord	Cabarrus
Creech, May	Greensboro	Guilford
Crump, Janet Blount	Salisbury	Rowan
Currie, Margaret McLeod	Maxton	Robeson
Dalton, Ethel	Winston-Salem	Forsyth
Darden, Josie	Ayden	Greene
Davis, Estelle	Shelby	Cleveland
Davis, Mena Foust	Salisbury	Rowan
Davis, Tersie Arneta	High Point	Guilford
Dawson, Lena M.	Eureka	Wayne
Dees, Goldie F.	Grantsboro	Pamlico
Dees, Okla	Grantsboro	Pamlico
Delamar, Cora V.	Beaufort	Carteret
DeShazo, Mattie	Spencer, Va.	Henry
Dickens, Mattie	Roxboro	Person
Dickens, Maude A.	Enfield	Halifax
Dickinson, Neta C.	Fremont	Wayne
Dixon, Lula John	Greensboro	Guilford
Dixon, Nettie Idella	Greensboro	Guilford
Dixon, Rosa Lee	Hickory	Catawba
Donnell, Daisy	Greensboro	Guilford
Dotson, Augusta Gertrude	Hendersonville	Henderson
Doub, Josie	Jonesboro	Moore
Duke, Edna Hardcastle	Salisbury	Rowan
Edwards, Mary Adna	Kernersville	Forsyth
Elliott, Eleanore Dixon	Greensboro	Guilford
Ellis, Maggie Irma	Wake Forest	Wake
Ervin, Julia Reid	Morganton	Burke
Ervin, Laura W.	Morganton	Burke
Evans, Jennie Draughon	Fayetteville	Cumberland
Evans, Willie McDaniel	Fayetteville	Cumberland
Exum, Mary	Snow Hill	Greene
Ezzelle, Annie	Waxhaw	Union
Farish, Pricie N.	Blackwells	Caswell
Fenner, Annie Smith	Halifax	Halifax
Fentriss, M. Mabel	Pleasant Garden	Guilford
Fentriss, Sallie Lillian	Pleasant Garden	Guilford
Ferguson, Lula	Crabtree	Haywood
Field, Lizzie E.	Greensboro	Guilford

NAME	POSTOFFICE	COUNTY
Fisher, Daisy	Crescent	Rowan
Fisher, Mittie Dean	Roseboro	Sampson
Fite, Lottie E.	Barium Springs	Iredell
Fitzgerald, Mary	Mocksville	Davie
Folger, Myrtle Wilson	Dobson	Surry
Forney, Edna A.	Greensboro	Guilford
Forrest, Agnes	Efland	Orange
Foust, Elvira Worth	Mt. Vernon Spr'gs	Chatham
Fowler, Bertha M.	Burlington	Alamance
Franklin, Lelia	Corapeake	Gates
Freeman, Bertie C.	Greensboro	Guilford
Freeman, Etta Ward	Duck Creek	Onslow
Fritz, Viola	Lexington	Davidson
Fulcher, Ruth	Leasburg	Caswell
Gainey, Lillian Clyde	Sherwood	Cumberland
Gattis, Annie Belle	Durham	Durham
Gaylord, Lottie A.	Plymouth	Washington
Gibbs, Lemma B.	Reidsville	Rockingham
Gibbs, Maye	Haw River	Alamance
Gilbert, Mary Elizabeth	Barium Springs	Iredell
Giles, Ola	East Durham	Durham
Gill, Emma Washington	Laurinburg	Scotland
Gill, Grace Everett	Laurinburg	Scotland
Glenn, Carrie	Gastonia	Gaston
Glenn, Lena V.	Gastonia	Gaston
Goley, Margaret	Graham	Alamance
Graeber, Carrie B.	China Grove	Rowan
Graham, Gertrude	Orrum	Robeson
Grant, Estelle	Bear Wallow	Henderson
Gray, Florence	Greensboro	Guilford
Gray, Lillian	Kinston	Lenoir
Gray, Margaret Norwood	Winston-Salem	Forsyth
Greene, Elon	Endicott	Montgomery
Greenfield, May	Kernersville	Forsyth
Grier, Mamie Alexander	Matthews	Mecklenburg
Griffin, Hattie Hill	Goldsboro	Wayne
Griffith, Myrtle	Winston-Salem	Forsyth
Groves, Lily	Newbern	Craven
Gudger, Evelyn H.	Marshall	Madison
Hall, Mary Elva	Belmont	Gaston
Hall, Nannie B.	Woodsdale	Person
Hampton, Belle	Greensboro	Guilford
Hampton, May	Greensboro	Guilford
Hamrick, Euzelia	Shelby	Cleveland
Hamrick, Gertrude	Shelby	Cleveland
Hanes, Blanche March	Mocksville	Davie
Hannah, Zora	Oxford	Granville
Hardison, Myra	Creswell	Washington

NAME	POSTOFFICE	COUNTY
Harper, Annie Lee	Wakefield	Wake
Harper, Winifred E.	Snow Hill	Greene
Harrell, Beatrice L.	Sunbury	Gates
Harrelson, Annie	Yanceyville	Caswell
Hart, Cora	Mooresville	Rowan
Hart, Myrtle Geneva	Flat Rock	Henderson
Hartley, Ellen F.	Lexington	Davidson
Hassell, Paulina	Edenton	Chowan
Hauser, Blanche	Pfafftown	Forsyth
Hawkins, Lucy J.	Louisburg	Franklin
Hayes, Elizabeth Jean	Reidsville	Rockingham
Hayworth, Minnie Esther	High Point	Davidson
Hendrix, Douglas	Greensboro	Guilford
Hicks, Elizabeth W.	Faison	Duplin
Hicks, Helen Clare	Faison	Duplin
Hodges, Annie Louise	Washington	Beaufort
Hodges, Ethel	Kinston	Lenoir
Hodgin, Malinda Esther	Greensboro	Guilford
Hofler, Carrie	Gatesville	Gates
Hopkins, Stella	Cherry	Washington
Hornaday, Carrie Vern	Burlington	Alamance
Horsfield, Margaret Bennitt	Goldsboro	Wayne
Hoskins, Nell	Summerfield	Guilford
Howell, Elizabeth	Asheville	Buncombe
Howell, Hattie S.	Speed	Edgecombe
Howell, Mabel	Goldsboro	Wayne
Hughes, Lottie Gozetta	Greensboro	Guilford
Hulcher, Margaret	Todd	Ashe
Humber, Meta Bryan	Jonesboro	Moore
Hunter, Annie May	Henderson	Vance
Huske, Kate	Wintson-Salem	Forsyth
Huske, Louise Manning	Fayetteville	Cumberland
Hyman, Elizabeth	Hobgood	Martin
Hyman, Mary Watson	Hobgood	Martin
Hyman, Sallie N.	Hobgood	Martin
Ingram, Banks	Little's Mills	Richmond
Ives, Bessie	Bayboro	Pamlico
Jackson, Annie Campbell	King's Mountain	Cleveland
Jackson, Ray G.	Greensboro	Guilford
Jeffreys, Katherine	Goldsboro	Wayne
Jenkins, Maida Wrenn	Carthage	Moore
Jenkins, Undine	Rock Mount	Nash
John, Margaret Warren	Kinston	Lenoir
Johnson, Bessie	Farmer	Randolph
Johnson, Fleida	Greensboro	Guilford
Johnson, Vada	Farmington	Davie
Johnson, Vivie T.	Willard	Pender
Jones, Edna Bernice	Fair View	Buncombe

NAME	POSTOFFICE	COUNTY
Jones, Lucy E.	Greensboro	Guilford
Jones, Mary Ethel	Fair View	Buncombe
Jones, Nannie P.	Warrenton	Warren
Jones, Virginia May	Greensboro	Guilford
Jordan, Clara Chrystine	Hendersonville	Henderson
Joyce, Nellie M.	Danbury	Stokes
Keeter, Viola	Grover	Cleveland
Kelley, Emma Gertrude	Mount Holly	Gaston
Kelly, Ethel Penelope	Carthage	Moore
Kennedy, Marjorie L.	Kinston	Lenoir
Kernodle, June Ray	Graham	Alamance
Kime, Katie	Greensboro	Guilford
Kiser, Hallie Buena	Bessemer City	Gaston
Klein, Amie Howerton	Morehead City	Carteret
Knox, Elizabeth A.	Statesville	Iredell
Koonce, Inez Fay	Trenton	Jones
Koonce, Zannie	Jacksonville	Onslow
Lacy, Frances	Raleigh	Wake
Lambe, Clara Irene	Siler City	Chatham
Landis, Florence P.	Oxford	Granville
LaRoque, Nannie	Kinston	Lenoir
Lasley, Lola Jeannette	Burlington	Alamance
Lassiter, Rena Gray	Wake Forest	Wake
Lawrence, Lottie	Salisbury	Rowan
Leary, Bettie	Merry Hill	Bertie
Ledbetter, Alice Cordelia	Greensboro	Guilford
Leggett, Lena	Scotland Neck	Halifax
LeGwin, Mary Elizabeth	Wilmington	New Hanover
Lentz, Norah Belle	Albemarle	Stanly
Lentz, Winnie Lee	Hickory	Catawba
Leonard, Pearl M.	Worthville	Randolph
Lewis, Sallie Walker	Milton	Caswell
Liles, Meta Swain	Tarboro	Edgecombe
Lilly, Mary Elizabeth	Allenton Ferry	Montgomery
Lincoln, Ethel C.	Greensboro	Guilford
Litchfield, Sallie Rumley	Aurora	Beaufort
Little, Allie G.	Parmele	Pitt
Little, Jessie	Charlotte	Mecklenburg
Little, Lila Leak	Charlotte	Mecklenburg
Little, Maud	Charlotte	Mecklenburg
Long, A. Claudia	Graham	Alamance
Love, Leona	Taylorsville	Alexander
Love, Lois	Taylorsville	Alexander
Lovelace, May A.	Wilson	Wilson
Lunsford, Lillian Margaret	Rougemont	Durham
Lynn, Norma B.	Cary	Wake
Lyon, Mary Ethel	Raleigh	Wake

NAME	POSTOFFICE	COUNTY
McBride, Rosalie	Sugar Grove	Watauga
McBryde, Jane B.	Red Springs	Robeson
McCracken, Elizabeth	Crabtree	Haywood
McCulloch, Sara M.	Johnstown	Lincoln
McDearman, Elizabeth S.	Rocky Mount	Nash
McFayden, Amelia Frances.	Waynesville	Haywood
McGowan, Clara	Wilmington	New Hanover
McKinney, Emma	Reidsville	Rockingham
McLaughen, Ella	King's Mountain	Cleveland
McLean, Edith L.	Gastonia	Gaston
McMullan, Sallie Wood.	Hertford	Perquimans
McNairy, Lake	Pomona	Guilford
McNairy, Nettie	Crescent	Rowan
McNeill, Clora	Miller's Creek	Wilkes
McNeill, Cora Isabelle.	Maxton	Robeson
McNeill, Flora Ella.	Red Springs	Robeson
McNeill, Nellie Blanche.	Wilkesboro	Wilkes
McRacken, Margaret	Vineland	Columbus
Mann, Marianna	Barium Springs	Iredell
Mann, Mattie Pearl.	Fairfield	Hyde
Martin, Hattie LaRue	Mooresboro	Cleveland
Mason, Edith	Stanley	Gaston
Matthews, Mary Belle.	Matthews	Union
Mauney, Rachael English.	Salisbury	Rowan
Medearis, Mat	Summerfield	Guilford
Meisenheimer, May A.	Morven	Anson
Mewboorne, Mary Glenn.	Kinston	Lenoir
Michaux, Mary Macon.	Worry	Burke
Mitchell, Gilmer	Graham	Alamance
Mitchell, Mary Baldwin.	Wilmington	New Hanover
Monroe, Maggie S.	Argyle	Cumberland
Monroe, Mary Agnes.	Fayetteville	Cumberland
Moore, Marietta	Shelby	Cleveland
Moring, Annie Jackson.	Asheboro	Randolph
Moring, Marion E.	Asheboro	Randolph
Morris, Bessie	Stanley	Gaston
Morrison, Hallie	Statesville	Iredell
Morrow, Annie E.	Mebane	Orange
Morrow, Myrtle E.	Oaks	Alamance
Moses, Eliza	Goldston	Chatham
Mott, Isabel Boger.	Statesville	Iredell
Moyle, Nellie M.	Salisbury	Rowan
Mundy, Ida May	Denver	Catawba
Mundy, Jessie	Denver	Lincoln
Murr, Elinor S.	Wadesboro	Anson
Muse, Mabel Birchette.	Cameron	Moore
Nance, Grace	Proximity	Guilford
Nash, Carry Brown	Salisbury	Rowan
Newell, Leila V.	Williamston	Martin

NAME	POSTOFFICE	COUNTY
O'Berry, Hattie E.	Dudley	Wayne
Oettinger, Clara	Kinston	Lenoir
Ogburn Alie	Willow Spring	Wake
Ogburn, Bright Swindell	Monroe	Union
Olive, Corday Ruth	Greensboro	Guilford
Olive, Edith Mozelle	Greensboro	Guilford
Orr, Mary	Charlotte	Mecklenburg
Otwell, Myrtle	Greensboro	Guilford
Paddison, Maude	Burgaw	Pender
Paris, Nemmie Garrett	Rocky Mount	Nash
Parker, Lucille	Mt. Airy	Surry
Parsons, Allie	Oxford	Granville
Patterson, Cara	Burlington	Alamance
Patterson, Grace Norfleet	Concord	Cabarrus
Pearson, Florence Walton	Morganton	Burke
Peedin, Minnie Lee	Selma	Johnston
Pegram, Ella Valeria	Greensboro	Guilford
Pendley, Eola B.	Blowing Rock	Watauga
Person, Gertrude	Pikeville	Wayne
Petty, Martha Tomlinson	Archdale	Randolph
Petty, Rachael James	Archdale	Randolph
Piper, Nell C.	Durham	Durham
Pope, Velna C.	Seaboard	Northampton
Powell, Carrie	Barium Springs	Iredell
Powell, Etta E.	Whitakers	Nash
Powers, Mamie	Oriental	Pamlico
Powers, Willard	Rutherfordton	Rutherford
Preyer, Annie E.	Greensboro	Guilford
Price, Carrie Thomas	Reidsville	Rockingham
Price, Lizzie	Price	Rockingham
Propst, Elizabeth	Concord	Cabarrus
Query, Alma M.	Concord	Cabarrus
Ragsdale, Lena	Fuquay Springs	Wake
Ramsaur, Mary A.	China Grove	Rowan
Rankin, Mary	Greensboro	Guilford
Ratcliffe, Mary Delle	Morven	Anson
Redding, Virginia	Progress	Randolph
Redmon, Luna	Marshall	Buncombe
Redmond, Kathleen	Tarboro	Edgecombe
Redmond, Margaret	Tarboro	Edgecombe
Reid, Daisy	Henrietta	Rutherford
Reid, Mary	Charlotte	Mecklenburg
Reinhardt, Louise	Stanley	Lincoln
Reitzel, Lois	Hartshorn	Alamance
Reynolds, Bess	Barium Springs	Iredell
Rhyne, Beulah M.	Stanley	Gaston
Rhyne, Nena	Gastonia	Gaston

NAME	POSTOFFICE	COUNTY
Richardson, Estelle Clayton.	Furches	Ashe
Riddick, Kate Wallace	Hertford	Perquimans
Rieger, M. Elizabeth	Southport	Brunswick
Roberts, Eunice Hall	Shelby	Cleveland
Robinson, Janie B.	Clinton	Sampson
Robinson, Mary	Wadesboro	Anson
Rogers, Maud Fleetwood	Durham	Durham
Ross, Minnie Foard	Concord	Cabarrus
Rudisill, Grace	King's Mountain	Cleveland
Rudisill, Nettie	King's Mountain	Cleveland
Sallinger, Eva Pearle	Woodard	Bertie
Sanford, Mary Louise	Mocksville	Davie
Saunders, Lucy A.	Reidsville	Rockingham
Schenck, Helen	Greensboro	Guilford
Schoolfield, Stella	Reidsville	Rockingham
Scott, Ione	Graham	Alamance
Sedberry, Annie	Fayetteville	Cumberland
Shaw, Mattie Kate	Carthage	Moore
Sheppard, Callie	Greensboro	Guilford
Sheppard, Kate S.	Winston-Salem	Forsyth
Sheppard, Missie	Winston-Salem	Forsyth
Shuford, Linda Lowe	Newton	Catawba
Siler, Myrtle	Siler City	Chatham
Silva, Angelita	Minas Geraes,	Brazil
Simpson, Della Mildred	Summerfield	Guilford
Sloan, Clara Edith	Belmont	Gaston
Smith, Elisabeth Herbert	Scotland Neck	Halifax
Smith, Emilie M.	Raleigh	Wake
Smith, Folsom	Summerfield	Guilford
Smith, Rosalie	Gibsonville	Guilford
Smith, Sallie Slocumb	Dunn	Harnett
Smith, Vallie A.	High Point	Guilford
Smithwick, Mattie	Woodard	Bertie
Smoak, Jessie	Wilkesboro	Wilkes
Snipes, Dora May	Goldsboro	Wayne
Spainhour, Willie Celia	Morganton	Burke
Speight, Agnes Granberry	Roper	Washington
Spruill, Alice	Oriental	Pamlico
Spruill, Bertye Elizabeth	Oriental	Pamlico
Stacy, Blanche	Waxhaw	Union
Stallings, Pearl	Spring Hope	Franklin
Stancill, Anna Christine	Hill	Pitt
Stancill, Clyde	Hill	Pitt
Stancill, Miriam R.	Washington	Beaufort
Stansill, Lila McQueen	Rockingham	Richmond
Stevens, Eliza	Goldsboro	Wayne
Stewart, Florence	Greensboro	Guilford
Stokes, Marion Smith	Reidsville	Rockingham
Stone, Minnie F.	Rocky Mount	Nash

NAME	POSTOFFICE	COUNTY
Strickland, Anne Belle	Louisburg	Franklin
Strudwick, Mary Burwell	Greensboro	Guilford
Strudwick, Nan S.	Hillsboro	Orange
Sugg, Sudie Hargrave	Wilson	Wilson
Summerell, Jane	China Grove	Rowan
Surles, Alice	Orrum	Robeson
Taylor Doris L.	Valle Crucis	Wautauga
Terrell, Florence Z.	Louisburg	Franklin
Terry, Bessie Johns	Reidsville	Rockingham
Thacker, Laura B.	Greensboro	Guilford
Thomason, Nettie	Salisbury	Rowan
Thornton, Flora	Salisbury	Rowan
Thorp, Mary Arrington	Rocky Mount	Nash
Todd, Jennie	Jefferson	Ashe
Toler, Mamie A.	Goldsboro	Wayne
Townsend, Bessie C.	Greensboro	Guilford
Trotter, Helen	Charlotte	Mecklenburg
Tucker, Freddie J.	Grifton	Pitt
Turner, Otta A.	Cleveland	Rowan
Umstead, Claude Llewellyn	Rougemont	Durham
Venable, Jean S.	Wilson	Wilson
Vernon, Anna Glenn	Wake Forest	Wake
Vickery, May A.	Loray	Iredell
Wacksmuth, Agnes	Rocky Mount	Edgecombe
Waldrop, Nannie Lou	Hendersonville	Henderson
Walker, Allie Marie	Shopton	Mecklenburg
Walker, Minnie Mabel	Durham	Durham
Warlick, Winnie	Newton	Catawba
Washburn, Sarah Oeland	Shelby	Cleveland
Webb, Agnes	Kinston	Lenoir
Whitaker, Lulie Wills	Enfield	Halifax
Whitaker, Susie	Enfield	Halifax
White, Grace	Concord	Cabarrus
White, Iola	Albright	Alamance
White, Pattie Vaughn	Mebane	Alamance
White, Willie	Concord	Cabarrus
Wilhelm, Annie Burns	Statesville	Iredell
Willeford, Irma	King's Mountain	Cleveland
Williams, Mary	Mooresville	Iredell
Williams, Mattie E.	Warsaw	Duplin
Williams, Sue Pretlow	Warrenton	Warren
Wilson, Allie L.	Greensboro	Guilford
Wilson, Caroline B.	Madison	Rockingham
Wilson, Daisy	Danville, Va	Caswell
Wilson, Nora Belle	Gastonia	Gaston
Winfield, Mattie E.	Washington	Beaufort

NAME	POSTOFFICE	COUNTY
Winn, Jennie	Greensboro	Guilford
Withers, Bessie C.	Lillington	Harnett
Womble, Jewel	Goldston	Chatham
Wooten, Louise	La Grange	Lenoir
Wright, Frances P.	Shortoff	Macon
Wright, Lila	Durham	Durham

TOTAL NUMBER RECEIVING INSTRUCTION FROM THE INSTITUTION

Number of regular students in College	479
Number of pupils in Training School	340
Total number taught	819

SUMMARY

BY COUNTIES OF NORTH CAROLINA

Alamance	17	Lincoln	4
Alexander	2	McDowell	2
Anson	5	Macon	2
Ashe	3	Madison	1
Beaufort	6	Martin	4
Bertie	3	Mecklenburg	10
Brunswick	1	Montgomery	3
Buncombe	4	Moore	14
Burke	7	Nash	7
Cabarrus	9	New Hanover	4
Caldwell	1	Northampton	1
Carteret	2	Onslow	3
Caswell	5	Orange	3
Catawba	5	Pamlico	8
Chatham	5	Pasquotank	1
Chowan	1	Pender	2
Cleveland	15	Perquimans	3
Columbus	3	Person	2
Craven	1	Pitt	6
Cumberland	7	Randolph	8
Davidson	6	Richmond	3
Davie	5	Robeson	6
Duplin	4	Rockingham	12
Durham	9	Rowan	18
Edgecombe	9	Rutherford	4
Forsyth	11	Sampson	3
Franklin	5	Scotland	2
Gaston	12	Stanly	1
Gates	3	Stokes	1
Granville	5	Surry	4
Greene	3	Transylvania	1
Guilford	58	Union	4
Halifax	7	Vance	2
Harnett	2	Wake	14
Haywood	3	Warren	5
Henderson	6	Washington	5
Hyde	1	Wautauga	3
Iredell	13	Wayne	15
Johnston	1	Wilkes	3
Jones	1	Wilson	3
Lenoir	13		

SCOPE OF PATRONAGE

The following interesting and suggestive table of statistics, obtained from the students themselves, shows the character of the patronage, and its wide range as to locality, class, and previous educational opportunity:

Number of students	479
Number of counties represented	81
Average age of students	19⅓
Number of States represented	2
Number of graduates of other institutions for women	5
Number who have taught	92
Number who are defraying their own expenses	130
Number whose fathers are not living	110
Number whose fathers are farmers	164
Number whose fathers are merchants	47
Number whose fathers are clergymen	9
Number whose fathers are physicians	17
Number whose fathers are druggists	3
Number whose fathers are teachers	2
Number whose fathers are lawyers	13
Number whose fathers are lumber dealers	5
Number whose fathers are travelling salesmen	8
Number whose fathers are manufacturers	17
Number whose fathers are mechanics	8
Number whose fathers are railroad employees	6
Number whose fathers are real estate agents	3
Number whose fathers are carpenters	2
Number whose fathers are insurance agents	2
Number whose fathers are florists	1
Number whose fathers are undertakers	4
Number whose fathers are hotel keepers	2
Number whose fathers are contractors	3
Number whose fathers are editors	1
Number whose fathers are bookkeepers	6
Number whose fathers are liverymen	1
Number whose fathers are government officials	16
Number whose fathers are bankers	3
Number whose fathers are engaged in miscellaneous business	6
Number whose fathers have retired from business	5
Number educated partially or entirely in public schools,	339
Number who, according to their own statement, would not have attended any North Carolina college, if they had not become students of the State Normal and Industrial College	300

THESE FIGURES SHOW

1. That over one-fourth of the students of the past year defrayed their own expenses, with borrowed money or with their own earnings, and without help from parents.
2. That 300 students, nearly 63 per cent., would have attended no other North Carolina college if they had not become students of the State Normal and Industrial College.
3. That 339 students, or 70 per cent., received their preparation partially or entirely in the public schools.

STANDING COMMITTEES OF THE FACULTY

The President is ex-officio a member of all Committees.

ON THE CURRICULUM

Mr. Foust, Miss Mendenhall, Miss Boddie, Miss Petty, Mr. Smith

ON SUBSTITUTIONS AND PETITIONS

Miss Coit, Miss Petty

ON CATALOGUE AND PUBLICATIONS

Mr. Smith, Miss Boddie, Mr. Forney

ON SCHEDULE OF RECITATIONS AND EXAMINATIONS

Miss Mendenhall, Miss Petty, Miss Boddie

ON THE LIBRARY

Miss Annie Petty, Mr. Smith

ON GROUNDS AND BUILDINGS

Mr. Hammel, Miss Coit, Miss Fort

ON ENTERTAINMENTS

Mrs. Sharpe, Miss Brockmann, Mr. Brockmann

ON CLASSIFICATION

Seniors: Miss Boddie, Miss Lewis.
Juniors: Miss Fort, Miss Moore.
Sophomores: Miss Petty, Miss Lee, Miss Morrow.
Freshmen: Miss Mendenhall, Miss Jamison, Mrs. Sharpe, Miss Snyder.
Irregulars: Chairmen of the other Committees on Classification.
Second Preparatory: Miss Dameron, Miss Strong, Miss Boddie.
First Preparatory: Miss Bond, Miss Raines, Miss Parker.

Department of Manual Arts

The importance of teaching the Manual Arts is fully recognized in educational circles. No plea is needed for its introduction into all schools, but the majority of teachers, because of their lack of training, have not been able to make it a part of their school work.

The Manual Arts Department of the State Normal and Industrial College was organized to meet the growing demand in the South for teachers of the manual arts. The course is planned to give to teachers of all grades in rural as well as in city schools an opportunity to prepare themselves as instructors in the manual arts.

The course has been arranged with a view to the use of inexpensive and, so far as possible, native materials, so that the manual arts may be practicable in all schools, and need not be excluded from any on account of additional cost.

The following is a general outline of the training courses offered for the preparation of Manual Training and Domestic Science teachers.

MANUAL TRAINING COURSE

ELEMENTARY SCHOOL COURSE

I. Hand Work for the Primary Grades—This work includes clay modeling, basketry, cordwork, weaving, drawing, and construction in paper, cardboard, wood, and bent iron.....Miss Raines

Practical work by pupils and discussions of processes and methods of teaching.

II. Wood-working for Intermediate and Grammar Grades.—Knife work; use of bench tools; study of materials and methods of construction, Mr. Hammel

The Sloyd system of wood-working will be the basis of this work. Such work in joinery will be given as time will permit.

III. Drawing.—Free-hand drawing; mechanical drawing; elements of projection as applied to working drawings ..... Mr. Hammel

IV. Wood Carving .....Miss Fort

V. Professional Work.—Psychology, and theory and practice of teaching manual training.

(a) Principles of, and their application to the teaching of manual training.

(b) Organization and management of manual training classes in public schools.

(c) History and literature of manual training (Lectures and assigned readings).

(d) Place of manual training in education; relation to social life; relation to curriculum; development of lesson plan; study of practical conditions.

(e) Observation of teaching and practice teaching throughout the second year.
Miss Raines, Mr. Foust, and Mr. Hammel

VI. Organization of Manual Training.—Discussion, essays, investigations.....Mr. Hammel

VII. Round Table Discussions of the Problems in the Theory and Practice of Manual Training.
Miss Raines, Mr. Foust, and Mr. Hammel

ELECTIVES

Electives in (1) Science, (2) Mathematics, (3) English, (4) Physical Training, and professional reviews of common school branches will be taken, the equivalent of one period daily throughout the course.

In selection of electives, students will be expected to advise with the director of the Manual Arts School.

Students who desire may substitute Group II of the Domestic Science Course for an equivalent number of periods of work, to be selected from the above group of electives, with the advice and consent of the Director of the department.

TIME LIMIT

The Manual Training Course is planned with the idea that 1500 periods of work in shop, class-room, and laboratory are necessary for the proper completion of the work in the course.

CERTIFICATES

A certificate is granted to students who complete the course, and pass all required examinations.

DOMESTIC SCIENCE AND ART COURSES

ELEMENTARY AND SECONDARY SCHOOL COURSES

I. Food Materials and Foods.—

(a) Selection and care of materials; lectures; laboratory work; essays; collateral readings.

(b) Preparation of foods; plain, invalid, and fancy cooking.

(c) Food values; food adulteration.

(d) Serving of foods, and care of dining-room and kitchen utensils...Miss Jamison and Miss Petty

Practical work in laboratory, kitchen, and dining-room, accompanied by discussions to develop reasons for purposes employed.

II. Textile Fabrics for Wearing Apparel and Decorative Purposes.—

(a) Selection of materials with reference to cost, utility, and effectiveness for purposes designed.

(b) Preparation and assembling of material in the completed article.

This work involves instruction and practice in

(1) Sewing .....Miss Waters
(2) Dressmaking .....Miss Waters
(3) Household Art .....Miss Raines
(4) A study of and practice in determining the quality of textile fabrics, harmony of design, color, and material in costumes, and for decorative house furnishings,
Miss Waters and Miss Raines

III. Household Economy and Management.—

(a) Furnishing and care of a house....Miss Raines
(b) House sanitation, Resident Physician and Nurse
(c) Emergencies and home nursing,
Resident Physician and Nurse
(d) Economy in marketing and in household management .....Miss Jamison
(e) Household accounts .....Mr. Forney

Practice work by students; lectures and demonstrations by teachers; selected readings.

IV. Business Customs and Accounts.....Mr. Forney

V. Science.—

(a) Chemistry .....Miss Petty
(b) Biology .....Dr. Gudger
(c) Physics .....Mr. Hammel
(d) Physiology and Hygiene,
Resident Physician and Nurse

The work in science will be caried on with a view to its value to the student in the study of food materials and food. For the student who has had no work in chemistry, such a course will be necessary as is required in order that she may be able to understand the chemistry of foods.

In Biology the work will be devoted largely to the consideration of food plants and bacteria. In physics, energy and heat will be considered. In Physiology and Hygiene, such portions will be emphasized as correlate with the work on foods, dress, and household economy and management.

VI. Professional Work.—

(a) Psychology and Pedagogy; principles of, and their application to the teaching of Domestic Science.

(b) History and Literature of Domestic Science in its development as a part of the common school course. (Lectures and assigned readings).

(c) Organization and management of Domestic Science in the public schools.

(d) Practice teaching, conferences, and practice work.....Miss Jamison and Mr. Foust

VII. Drawing.—Free-hand .....Mr. Hammel
English.—Composition and Literary Readings, Miss Lewis

Electives.—

(a) Physical Training .....Mrs. Sharpe

(b) Drawing (color and design).....Miss Raines

(c) Mechanical Drawing .....Mr. Hammel

(d) Handwork for primary grades; Manual Training Course for Elementary Schools, Miss Raines and Mr. Hammel

ELEMENTARY SCHOOL COURSE

DOMESTIC SCIENCE

Students wishing to prepare themselves to teach in elementary schools only, may take the preceding course, except that they will substitute hand work for primary grades of the Manual Training Course for Elementary Schools, for such work in Groups II, III, and IV as may be determined by the Director of the Department of Manual Arts.

TIME LIMITS

The courses in Domestic Science are planned with the idea that 1500 periods of work in the class-room and laboratory are necessary for the proper completion of the work in each course.

CREDITS

Credits will be given to students who show by examination their proficiency in any part of the work in the preceding courses.

MODIFICATION OF COURSES

The outlines of the courses here given are subject to such modifications as experience may show to be desirable, without reducing the total time required.

QUALIFICATIONS FOR ADMISSION

Completion of the course of study outlined in the college catalogue through Junior year, or an equivalent, will admit students to the special department of Manual Arts. Students will not be required to remain a day longer than is necessary to properly complete a course for graduation, and will not be graduated under any circumstances without completing a course in a satisfactory manner.

FEES

The tuition fee in each course will be $80.00 a year for non-residents of the State and $60.00 for residents of the State. One-half payable at the opening of college, and the remainder at the middle of the year.

EXPENSES

All students who board and room in the college pay:

Entrance fees	$28 00
Tuition fee	80 00
Board	79 00
Laundry	18 00
Total	$205 00

For students who board in private families the expenses will be about $10.00 more a year.

TIME OF OPENING

The college will open September 20, 1906. The college year is divided into two terms of equal length, the second beginning January 28, 1907.

OPPORTUNITIES FOR PRACTICE TEACHING

Students in both courses will be given opportunities for observation and practice teaching in the College Training School for Teachers.

At the present time most people who can be secured to teach Manual Training and Domestic Science have no professional training fitting them for their work, and no opportunity for practice work. The advantage of a training school offering these opportunities must be obvious to all.

AIMS OF THE DEPARTMENT

In the administration of these courses it will be the aim to prepare teachers who will be competent to organize work in the different fields for which they have been prepared, in connection with existing public school systems. While the students taking these courses will have the benefit of a far better equipment than can be provided in most systems of schools, they will be trained with reference to the development of power and skill in organizing and carrying on work under such conditions as to equipment as can be supplied in any village or city school system. The professional side of the work, that of training to teach others, will be made a prominent feature throughout the course.

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